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ABSTRACT

Growing from mobile career libraries established for special needs secondary students in Carroll County, Maryland, this curriculum contains 10 units designed to aid educationally handicapped students to understand themselves and the world of work. Topics covered in the units include the following: self-awareness and appraisal, interpersonal relationships, values and decision making, the job search, applications and other forms, interviewing, career clusters, behavior on the job, job communication skills, and the paycheck. Each unit contains specific instructional objectives, a variety of activities to help students attain the objectives, evaluation measures to determine if the student attained the objective, and specific suggested resources for each objective. Corresponding to each unit is an evaluation exercise to assess the students' understanding of the information contained within each unit. A comprehensive bibliography of career materials for the educationally handicapped secondary student is also included in the curriculum guide. (The curriculum units were field tested in Carroll County in secondary work-study classrooms for two years, with students' gains in knowledge assessed using the evaluation exercises included in the guide. For every unit, significant gains in knowledge were obtained by the students.) (KC)

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EMPLOYABILITY SKILLS:

FOR SPECIAL NEEDS STUDENTS

Barbara Seidel
Project Coordinator

Jewell Makolin
Supervisor, Special Education
Carroll County, Maryland

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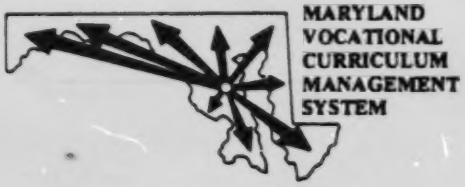

For additional copies, contact:

The Maryland Vocational Curriculum Production Project
Western Maryland Vocational Resource Center
P. O. Box 5448, McMullen Highway
Cresaptown, Maryland 21502
(301) 777-5886

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Barbara Seidel
Project Coordinator

PREFACE

This career education curriculum for secondary handicapped students is the result of the efforts of many people who believe that handicapped students can live productive, meaningful lives if they are provided the appropriate educational experiences and preparation.

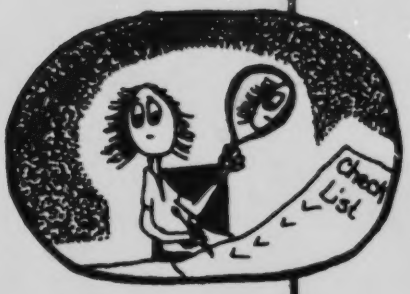
In Carroll County, Maryland, as part of a Career Education Project for the Handicapped, mobile career libraries were established for our special needs secondary students. Funds for this project were made available through the Federal Vocational Education Amendment of 1968, with support and assistance provided through the Division of Vocational-Technical Education, Maryland State Department of Education. Materials for these libraries were selected on the basis of their appropriateness for handicapped students at the secondary level. Print materials, therefore, were of a high interest - low readability nature. A variety of audio-visual materials were purchased which also provided information at the level of understanding of the handicapped student. All materials were housed on mobile carts, so that teachers of handicapped students (as well as regular students) could use the entire library unit within their classroom.

This curriculum product is the direct outgrowth of the development of the career libraries. Those staff members involved in the establishment and use of the libraries recognized the need for a curriculum guide which would make maximum use of the career materials as well as the other valuable school and community resources. The work-study teachers at all four high schools and the career library coordinator set to task to develop "units" which would provide specific instructional activities, make maximum use of our resources, and give students the special assistance needed in understanding themselves and the world of work. Each "unit" contains specific instructional objectives, a variety of activities to help students attain the objectives, evaluation measures to determine if the student attained the objective, and specific suggested resources for each objective. Corresponding to each unit is an evaluation exercise to evaluate the students' understanding of the information contained within each unit. All units found within the notebook have been field-tested in the work-study classroom over the past two years using the evaluation exercises. Students' gains in knowledge were assessed for each unit by use of a pretest-posttest design. For every unit, significant gains in knowledge were obtained by the students.

A comprehensive bibliography of all the materials purchased through the project can be found at the back of this notebook.

We hope you will find this work helpful to you in your classroom. Any questions or suggestions concerning the curriculum or career libraries should be directed to the Carroll County Board of Education, Department of Special Education, P.O. Box 500, Westminster, Maryland 21157.

Self Awareness and Appraisal



Self-Awareness and Appraisal

Long Term Goal: The students will develop realistic, positive appraisals of themselves through an examination of their personalities, interests, strengths and weaknesses, and choices of lifestyle and leisure time. Students will then be better prepared to select career areas in which they may gain satisfaction, maintain interest, and feel success.

Rationale: Many handicapped students possess characteristics that society in general devalues. This negative feedback often leads to the development of a low self-concept of which one symptom is extremely high or low levels of aspiration. Our students need to take an honest look at themselves, so that they are better prepared to select a career that is more suited to their own characteristics and capabilities.

Objective	Activities	Evaluation	Resources
1. The student will define the term "personality."	1. Oral reading of "Sorry for Herself," a short story on p. 2 of The Person You Are, in which a young girl feels there is something wrong with her personality. Follow by class discussion of "What is personality?" (Refer to definition on p. 3). 2. Divide class into groups - have each brainstorm and prepare a definition of "personality." 3. Oral reading by the teacher or a student about the term "personality," its various components, and examples of various types of personality in Your Attitude is Changing, pp. 21-28. Follow with class discussion.	The student will complete several multiple choice questions about the term "personality."	The Person You Are, Follett Educational Corporation, pp. 2 & 3. Your Attitude is Changing, Science Research Associates, pp. 21-28.

Objective	Activities	Evaluation	Resources
2. The student will distinguish and describe the personality characteristics that people possess.	1. Have students describe the personality characteristics of someone they know very well. 2. Group listening to cassettes from Women Who Win.(or individual reading of the books which accompany the cassettes). Have students make a list of personality traits for each of the 4 female athletes. 3. Individual reading of the books in the Sports Series. Student will report to class on the personality traits of the main characters. 4. Viewing of a TV soap opera. Students will attempt to distinguish a personality characteristic for each main character. 5. Individual workbook activity in which student indicates those personality characteristics which best describe him/her. (It's Easy to be Liked, p. 20 or The Person You Are, p. 3. 6. Brainstroming: Students will volunteer the names of famous actors/actresses, singers, dancers, sports persons, etc. Have student attempt to describe the personality characteristics each person seems to possess.	The student will select the personality characteristics which best describe certain persons, and submit a list of 5 personality characteristics that anyone might have.	Women Who Win, EMC Corp. Sports Series, EMC Corp. TV It's Easy to be Liked, Finney Corporation, p. 20 The Person You Are, Follett Educational Corp., p. 3

Objective	Activities	Evaluation	Resources
3. The student will list the various factors which play a part in shaping personality.	1. Class viewing of a filmstrip (Understanding Yourself) which discusses the role of heredity and environment in shaping personality. 2. Individual reading and class discussion of workbook section dealing with heredity and environment. (Understanding Yourself, pp. 23-39). 3. Have students list the expectations they think their parents have of them. Then have each student ask his/her parents to write down the expectations they have held. Students may compare results. (May use format on p. 28 of Search for Meaning). Have each student prepare a poster using magazine pictures which portray those factors which have most influenced his/her life.	The student will submit a list of 3 people or things which have shaped his/her personality.	Understanding Yourself, Universal Education and Visual Arts Understanding Yourself, Steck Vaughn, pp. 23-39 Search for Meaning, Pflaum/Standard, p. 28 Magazines, paper, scissors, glue

Objective	Activities	Evaluation	Resources
4. The student will identify the various roles one plays.	1. Have student define "roles." 2. Individual reading and class discussion of workbook which explains roles and how they influence personality. (Understanding Yourself, pp. 9-10). 3. Brainstorming: Prepare a group list on board of the variety of roles one plays: e.g., student, friend, brother/sister, worker, etc. 4. Individual project in which the student lists the various roles he/she plays and ranks them in order of the influence they hold on shaping personality. Follow by having each student prepare a pie-shaped diagram depicting the various roles and their importance. 5. Individual completion of teacher-prepared open-ended statements which call for reflection of how roles influence personality. (For example: "When I am a student, I _____." "When I am a son/daughter, I _____.")	The student will list 5 roles one plays.	Understanding Yourself, Steck-Vaughn, pp. 9 & 10 Magazines, scissors, glue, paper Teacher-prepared ditto

Objective	Activities	Evaluation	Resources
5. The student will define the term "interest" and determine those interests he/she currently has.	1. Display card number 7 of Career Development: Education for Living. Ask questions on back and direct class discussion to defining "interests." Have student bring in a picture or item which represents his/her interests. 2. Prepare a bulletin board of class interests or Give each student a section of the room to bring in and display his/her interests. 3. Each student will interview at least 3 people in the classroom, school or community, asking each: "What are your interests?" 4. Class discussion of hobbies and how interests are reflected in hobbies. Follow by having students complete an activity dealing with hobbies and interests. (Me and Jobs, p. 10). 5. Each student will write his/her interest(s) on a piece of paper. All papers will be collected and placed in a container. Teacher will draw out one piece of paper at a time and read aloud the interests. Class will try to determine to whom each set of interests belongs. Discussion of how one's interests may change in time. 6. Students may take a simple interest inventory and evaluate the results in order to gain a clearer analysis of their interests. (Jobs in Your Future, p. 12).	The student will complete several multiple choice questions about the term "interest" and list those interests he/she has.	Career Development: Education for Living, J. C. Penny Me and Jobs, Educational Design, p. 10 Jobs in Your Future, Scholastics Book Services, p. 12

Objective	Activities	Evaluation	Resources
6. The student will explain the concept of leisure time (those activities used for self-expression, personal development, or entertainment) and identify several leisure time pursuits.	1. Class discussion: What is the difference between work and leisure? 2. Teacher may display card #5 from Career Development: Education for Living, and ask questions on the back of the card which deal with formulating a definition of leisure time. Through class discussion, students will formulate a definition of leisure to be written on the blackboard (one student may consult the dictionary). 3. Brainstorming: "What do you do outside of the school day?" A list of responses may be put on the blackboard. Follow by having students individually attempt to group the activities into related categories (e.g., sports, music, church, or religious activities). 4. Have each student prepare a 24-hour clock diagram, or two 12-hour diagrams, depicting what he/she does on a typical school day. (Leisure pursuits may be indicated by coloring or shading). 5. Each student may interview a teacher or staff member outside of the classroom to determine the leisure pursuits others have. 6. Entire class viewing of filmstrip(s) which focuses on careers in the leisure time industry. Have students keep track of the variety of leisure pursuits mentioned or shown in the filmstrip. (Careers in the Leisure Time Industry; Exploring Careers, Group 6; and Career Education Clusters, Set V). (Cont'd on next page)	Given several definitions the student will select the best definition for leisure. The student will also list 3 leisure time activities.	Career Development: Education for Living, J. C. Penny Careers in the Leisure Time Industry, Pathescope Educational Films, Inc. Exploring Careers, Group 6, Society for Visual Education Career Education Clusters, Set V, Westinghouse Learning Corporation Jobs in Recreation, Lothrop, Lee and Shepard Co. Dictionary Game table

Objective	Activities	Evaluation	Resources
6. Cont'd	7. Individual reading about careers in the leisure time industry. Student may submit a report or explain orally why careers in the leisure time industry are expanding (Jobs in Recreation). 8. Set up a game table in a corner of the room - provide cards, games, puzzles, etc. Provide time for students to use the activities and, if possible, have students teach others a game or activity they are familiar with.		
7. The student will develop a plan for effectively utilizing leisure time based on his/her interests.	1. Each student will review his/her interests as determined in previous activities. Ask student to identify those interests which he/she has not pursued fully and explore ways in which that interest could develop into a leisure time pursuit. 2. In order to help student realize the variety of leisure activities and resources available in the community, the following activities are suggested: Invite a speaker from the Dept. of Recreation and Parks to speak about activities offered or have a student spend part of a day on a shadow experience with an employee of the Dept. of Recreation and Parks. (Student should report to class about the variety of activities offered). Invite a speaker from the YMCA (or take a tour of the YMCA) to talk about the recreational services available. (Cont'd on next page)	Each student will submit a written plan of action for developing leisure time based on interests	Students' interest lists (Prepared in Objective 5) Speakers Tours Parents The Person You Are, Follett Corporation, pp. 9, 30, & 39

Objective	Activities	Evaluation	Resources
7. Cont'd	Invite parents of students to come in and talk about their leisure pursuits (e.g., fishing, golfing, gardening, sewing). 3. Individual completion of workbook activities in which student indicates which sports he/she has enjoyed, does not enjoy, or has never tried. (The Person You Are, p. 9). 4. Individual completion of workbook activities in which the student indicates the type of magazines he/she likes to read. (The Person You Are, p. 30). 5. Individual completion of workbook activities in which student must indicate the things he/she likes to do. (The Person You Are, p. 39). 6. Individual or small group conference with teacher to formulate a plan for developing leisure pursuits.		

Objective	Activities	Evaluation	Resources
8. The student will define the term "aptitude" and give examples of general aptitude traits (e.g., literary, mechanical, artistic, scientific, musical).	1. Class discussion of: What is an aptitude? One student may refer to the dictionary. 2. Divide students into small groups to discuss and compile a list of: types of aptitudes. Follow by compiling one large list of types of aptitudes the groups have mentioned. 3. Oral reading (as class follows along) of an explanation of eleven aptitudes with a definition for each provided. (Occupational Essentials: Skills and Attitudes for Employment, p. 19). 4. Teacher may use discussion questions regarding aptitude of Occupational Essentials: Skills and Attitudes for Employment. 5. Invite teachers and staff throughout the school to talk to the class about their aptitudes and how they developed them. (e.g., music teacher, art teacher, horticulture teacher, clerical teacher).	The student will define in writing the term "aptitude" and complete a matching activity of aptitudes and their definitions.	Dictionary Occupational Essentials: Skills and Attitudes for Employment, h.c. Johnson Press, pp. 19-21 Teachers and staff as resource persons

Objective	Activities	Evaluation	Resources
9. The student will explain the difference between "aptitude" and "interest."	1. Review definitions of "aptitude" and "interest" with class. 2. Oral reading and class discussion of the picture on p. 5 of Individualized Related Instruction for Entering the World of Work. 3. Class discussion: "Does anyone know an employee who did not have the aptitude to perform his/her job?" Then discuss: "Does anyone know an employee who did not have an interest in his/her job?" 4. Panel discussion or debate: Which is more important to job success - Having the aptitude for a job or having an interest in the work?	The student will explain orally, through class or panel discussion, the difference between aptitude and interest.	Individualized Related Instruction for Entering the World of Work, p. 5, McKnight

Objective	Activities	Evaluation	Resources
10. The student will explore the role that various testing procedures play in assessing one's interests, aptitudes, and weaknesses.	1. Ask guidance counselor to speak to the class about the variety of tests given in school and their purposes. (If possible, allow students to actually observe and try certain sections of the tests). 2. Have students look at sample questions of an aptitude test, on p. 42 of Jobs in Your Future. 3. Group viewing of a filmstrip which explains employment tests and how to do one's best on it. (How to Get That Job). Students will be evaluated at the the Vocational Assessment Center at some time during the 9th grade. Invite vocational evaluator to speak beforehand to class to explain the role that testing plays in vocational planning. Have students look at examples of verbal, math, and clerical tests in Individual Related Instruction for Entering the World of Work, pp. 107, 115, & 121. 4. **Students will be evaluated.**	The student will complete multiple choice questions dealing with the role of testing and describe or give the name of one employment test.	Jobs in Your Future, Scope Visuals, p. 42 How to Get that Job, Bowmar Speakers Individualized Related Instruction for Entering the World of Work, McKnight, pp. 107, 115, 121

Objective	Activities	Evaluation	Resources
11. The student will determine his/her relative aptitude areas based on actual test performance and self-inventory.	1. Class discussion of: "There are certain things that one can do better than others." Have students analyze orally or individually their best school subjects. 2. Group viewing and individual completion of response sheets of the filmstrip, "Who's Who?" from Career Decisions: Finding, Getting and Keeping a Job. 3. Have students complete an activity in which they are guided in listing all the things they do well. (p. 2 of Career Education Starter Kit). 4. Ask guidance counselors to individually review test scores from the GATB (or other aptitude test) and the vocational assessment with each student.	The student will submit a short paragraph entitled "What I am Good At" or "Things I do Well."	Career Decisions: Finding, Getting and Keeping a Job, J. C. Penny Co. Career Education Starter Kit, Educational Properties Inc., p. 2 GATB results and vocational assessment results Paper and box

Objective	Activities	Evaluation	Resources
12. The student will determine those areas which are his/her relative weak points, based on actual test performance and self-inventory.	1. Class discussion of <u>failure</u> - "Has anyone ever failed at something?" (If students are too embarrassed to participate, re-direct the conversation to "Have you ever known someone who failed at something?"). Put examples on blackboard and attempt to get reasons for failure for each incident. 2. Have students perform the activity on p. 48 of <u>Search for Meaning</u>, entitled, "I Can't." 3. Ask guidance counselor to review individually with each student the test results from the GATB and the Vocational Assessment and help student understand those areas in which he/she is relatively weak.	The student will submit a chart showing a list of "Things I Do Well" and "Things I Don't Do Well."	<u>Search for Meaning</u>, Pflaum/Standard, p. 48 GATB and Vocational Assessment results

Objective	Activities	Evaluation	Resources
13. The student will discuss strategies that might be used to improve one's weaknesses.	1. Brainstorm: "How can one improve a weak spot?" Prepare a class list (some possible suggestions: practice, receive help from a friend, ask teacher or counselor for assistance, take a remedial course, etc.). 2. Have each student examine his/her list of "Things I Don't Do Well" (from preceding evaluation) and select the one area he/she would like to improve. Break into small groups so that students may offer suggestions to each other for improvement. 3. Invite a physically handicapped person to speak to class about the adjustments he/she had to make, particularly with regard to career planning or show a film about a person who has overcome a handicap.	Given a weakness, the student will identify a strategy for improvement.	List of "Things I Don't Do Well" Speaker Film

Objective	Activities	Evaluation	Resources
14. The student will compare his/her interests and abilities and determine those areas where abilities and interests concur.	1. Complete workbook activities on pp. 4-9 of Career Education Starter Kit in which student lists the things he/she does well and then circles those things he/she likes to do. 2. Have each student analyze his/her list of interests and list of those "Things I Do Well" - then, have him/her select those items which fall into both categories. 3. Each student may prepare a wall chart or poster which portrays the things he/she does well and in which he/she is interested.	Student will submit a list of those things which he/she does well and in which he/she is interested.	List of "Things I Do Well" and Interest List Paper, magazines, scissors, glue

Objective	Activities	Evaluation	Resources
15. The student will explain the concept of "lifestyle" and discuss how choice of lifestyle will have an important effect on job selection.	1. Entire class viewing of the introductory filmstrip, The Fascinating World of Work, which talks about lifestyle and the various factors to be considered in job selection. (Salary, responsibility, security, and chances for advancement). Follow by discussing each factor mentioned in the filmstrip. 2. Have students give examples of jobs and, as a group, discuss how each job will affect one's lifestyle. 3. Through class discussion, prepare a definition of lifestyle - one student may refer to the dictionary. 4. Have students prepare a bulletin board using magazine pictures which portray various lifestyles. 5. Group listening and/or individual reading of Women Who Win which contains stories of 4 famous female athletes. Discuss: "What kind of lifestyle do these women have?" 6. Individual reading of additional books about people at work. Have students give a brief report on the main character's lifestyles.	The student will identify at least 2 factors which determine lifestyle.	The Fascinating World of Work, National Career Consultants Dictionary Magazines, scissors Women Who Win, EMC Corp. Sports Heroes Series, EMC Corporation People Working Today Series, Janus Book Publishers

Objective	Activities	Evaluation	Resources
16. The student will formulate his/her own tentative choice of lifestyle.	1. Each student will complete the activity on pp. 38 & 39 of Search for Meaning. (Students are to select those circumstances which brought the most satisfaction). 2. Oral reading and class discussion of job factors to be considered on pp. 58-59 of Career Education Starter Kit. 3. Review of the factors mentioned in The Fascinating World of Work. Have each student rank each factor in order of importance to him/her.	The student will submit a short paragraph describing his/her choice of lifestyle.	Search for Meaning, Pflaum/Standard Career Education Starter Kit, Educational Properties Inc., pp. 38-39 Fascinating World of Work, National Career Consultants

Objective	Activities	Evaluation	Resources
17. The student will investigate a variety of jobs and select at least three careers or career areas which most closely reflects his/her interests, aptitudes, and choice of lifestyle.	1. Entire class viewing of the filmstrip Selecting a Vocation in which it is pointed out that one should select a career which is most compatible to one's interests, aptitudes, and choice of lifestyle. 2. Individual work on p. 16 of Jobs in Your Future in which the student is asked to select a job which is most appropriate to the description of several young people. Follow by discussing why the students seleeted the jobs they did. 3. Teacher will distribute a form which contains spaces to describe a variety of jobs for the factors to be considered in lifestyle. To help students understand, the teacher should demonstrate the process of investigating a career by use of the evaluation form. Students may be allowed to select materials from the career library by using the card catalogue. 4. The student will compare the profiles for the various careers investigated to his/her own profile combined from the lists of interests, aptitudes, and choice of lifestyle.	The student will complete the teacher prepared chart for at least six career areas of his/her choice. Based on his/her own indicated interests, abilities, and choice of lifestyle, the student will indicate those 3 careers which are most compatible.	Selecting a Vocation, Coronet Instructional Media Jobs in Your Future, Scholastic Book Services, p. 16 Teacher prepared form Career library or center

Objective	Activities	Evaluation	Resources
18. The student will determine the various requirements for those career areas which are most compatible to his/her aptitudes, interests, and choice of lifestyle.	1. Brainstorm; What types of requirements do companies and employers have for hiring new employees? (e.g., education, training, age, health). 2. Each student may bring in Help Wanted ads - as a group the students will make a list of the various requirements mentioned. Class discussion of: discrimination based on sex. 3. View filmstrip Non-Traditional Careers for Women and discuss how both men and women are taking on non-traditional careers. 4. Each student will take a quick interest inventory, Job-O, and use the reference in the back of the Job-O Dictionary to determine the educational and training requirements for the indicated jobs. Each student will research the careers or career areas selected in Objective 17 in order to determine the various requirements by: -using the career library -interviewing workers in the field -inviting workers to speak to the class -obtaining a shadow experience at a company in which he/she is interested.	The student will submit a list of requirements currently held for those careers or career areas which are most compatible to his/her interests, aptitudes, and choice of lifestyle.	Newspapers Non-Traditional Careers for Women, Pathescope Educational Films Career library Speakers, tours, shadow experiences Job-O, CFKR Career Materials Job-O Dictionary, CFKR Career Materials

Objective	Activities	Evaluation	Resources
19. The student, with the help of guidance personnel and teachers, will develop a tentative plan for high school course patterns that will most effectively prepare him/her for pursuing the careers or career areas in which he/she is interested.	1. Class discussion of jobs and the essential educational preparation: Each student may volunteer a career in which he/she is interested. Follow by brainstorming of what courses in school would be most helpful for preparation. 2. Invite teachers or department heads to talk to class about how the subject matter they teach may be used in the world of work (or students may interview them). 3. Individual conference with teachers and/or guidance counselor to prepare a general high school course plan which is consistent with career choice.	Each student will submit a tentative list of high school courses which he/she plans to pursue.	Teachers and staff as resource personnel

Name _____

Grade _____

Date _____

Self Awareness and Appraisal Evaluation Exercise

1. Your personality is: (Circle the correct letter)
   a. the sum total of your feelings.
   b. shown only when you are under great stress.
   c. the sum total of every quality you have.
   d. expressed only in your behavior

2. Circle the true statement:
   a. Your personality is different from everyone else's.
   b. Children have the same exact personality as their parents.
   c. Some people have no personality at all.

3. John and his parents had just moved to town from the country. His birthday was just one week away and he wanted to plan a party. However, John really had no friends he could think of and he really didn't think anyone would come anyway. Instead, John went to his room, turned on the radio, and wondered why he was even born. Which of the following best describes John?
   a. feels happy most of the time.
   b. loves life
   c. gets angry often
   d. feels very lonely.

4. List at least 5 personality characteristics that anyone might have:
   1.
   2.
   3.
   4.
   5.

5. Two major influences on your personality are: (circle the <u>best</u> answer)
   a. heredity and neighbors
   b. environment and society
   c. heredity and environment
   d. society and values

6. List at least 3 people or things which have helped shape your personality.
   1.
   2.
   3.

7. As a child, Cindy was a family member. She was the youngest daughter, and sisters of 3 other children. She was a student in school and a friend of several other girls. When Cindy grew up, she became a worker, wife, and mother. We can see that Cindy has had many different: (circle the best response)
   a. jobs
   b. roles
   c. styles
   d. personalities

8. List at least 5 roles you play:
   1.
   2.
   3.
   4.
   5.

9. An "interest" is something you (circle the best response)
   a. are good at
   b. think about but don't do
   c. like to do
   d. none of the above

10. Your interests (circle the best response)
   a. always stay the same
   b. are changing every minute
   c. may change from time to time

11. Which of the following is the best definition for <u>leisure</u>?
   a. doing nothing
   b. those activities used for self-expression, personal development, or entertainment
   c. a non-paid activity

12. Name 3 leisure time activities that anyone might have.
   1.
   2.
   3.

13. Fill in the blank:
   People have _____ leisure time because of automation and technology.
   a. more
   b. less
   c. the same amount of

14. Which of the following is the best definition for aptitude?
    a. something you like to do
    b. a natural talent or ability
    c. a mental situation
    d. an attitude of concern

15. Match the following activities with their corresponding aptitudes:

a. painting a picture	____ mechanical
b. playing basketball	____ athletic
c. fixing a car	____ artistic
d. playing the piano	____ musical

16. Which statement is true? Circle the best response:
    a. Your interests and aptitudes are always the same.
    b. You may be interested in something but not be good at it.
    c. You may be good at something but not be interested in it.
    d. b and c.
    e. None of the above.

17. When you apply for a job , you may be given an employment test. The purpose of these tests is: (circle the best response)
    a. to see how well you follow directions
    b. to see what kinds of things you are good at
    c. to help in giving proper job placement
    d. a and b
    e. a, b and c

18. Describe or give the name of one test you might be asked to take when you apply for a job.

19. Frank is not very good at math and is getting bad grades. What might he do to improve in this area?

20. Mary is interested in:
    plants
    cars
    dancing
    animals
    cooking

    She is good at:
    writing poetry
    typing
    working with animals
    gardening
    auto mechanics

    Where do her interests and abilities overlap?

21. Your lifestyle is determine by several things. Name 2.

22. John is interested in selling people ideas and products. He is also interested in mechanics. John might like to be a : (circle one)

    a. hotel clerk
    b. machinery salesman
    c. TV repairman

23. Mary likes to work outdoors. She is very good with her hands. She might like to be a: (circle one)
    a. car salesman
    b. carpenter
    c. newspaper reporter

24. Jane would like the following career lifestyle after she graduates from high school:
    -pays very well
    -has a great deal of status
    -has a lot of responsibility
    -leaves time for little home life.
    Which of the following jobs would best suit her choice of lifestyle?
    a. doctor
    b. mechanic
    c. secretary
    d. waitress

25. Betty wants to be an auto mechanic. She is good with her hands, knows car parts, and has good mechanical ability. She doesn't mind getting dirty.
    She should -
    a. forget about being an auto mechanic - it's only a job for men .
    b. try to get a job as an auto mechanic
    c. get a job as a secretary in a large auto mechanic shop.

26. Why would a person interested in being a forester need to take science in high school?

27. Why would a person interested in becoming a carpenter need to take math in high school?

28. Name one career area you are interested in:
    What courses would help you with this job?

Interpersonal Relationships

Interpersonal Relationships

Long Term Goal: The student will be better prepared to understand and relate to other people, particularly family and peers. The student will also be more aware of how to deal with special problems and emergencies which occur within the family context.

Rationale: Handicapped students are often immature in their relationships with other people. Their responses are frequently inappropriate to the situation and result in misunderstandings. In addition, these students frequently experience difficulty at home dealing with the problems and crises which occur.

Objective	Activities	Evaluation	Resources
1. The student will describe the need for good manners in interpersonal relationships.	1. Class discussion: Have students define good manners and give examples. 2. Students may read pp. 55 and 56, "Improving Your Manners" of It's Easy to be Liked. 3. The teacher will present a story about someone displaying bad manners. Have students determine: How did these manners affect others? 4. Break students into small groups. Give each group an example of a person displaying poor manners and have them determine what outcome those poor manners had. Then, compile a list of how bad manners may affect others.	The student will list 2 reasons that a person should display good manners.	It's Easy to Be Liked, Finney Company, pp. 55 and 56 Teacher prepared stories Dictionaries

Objective	Activities	Evaluation	Resources
2. The student will identify the variety of manners which should be displayed in the home.	1. Have students read pp. 11 and 12 of Manners and perform the accompanying activities on pp. 13 and 14. 2. Class discussion: How can tying up the phone by one family member be a problem to others? 3. Compile a list or make a wall chart of good manners to remember at home. 4. For homework: Have each student ask his/her parents what they consider good manners in the home.	Given a list of things a person might do at home, the student will select those which would be considered good manners.	Manners, Frank E. Richards Publishing Co., Inc., pp. 11 - 14
3. The student will identify the variety of manners which should be displayed in the school.	1. Have students read p. 31 and perform the accompanying activities on p. 32 of Manners. 2. Have students read pp. 11-14 of It's Easy to be Liked. Then, discuss orally the points on the "Good Student Checklist" on p. 14. 3. Invite the school vice principal to speak to the class about manners around the school. 4. Distribute copies of the student handbook and discuss how many of the rules are tied in with manners.	The student will list 3 good manners which should be displayed in school.	Manners, Frank E. Richards Publishing Co., Inc., pp. 31 and 32. It's Easy to Be Liked, Finney Company, pp.11-14 Speaker Student handbooks

Objective	Activities	Evaluation	Resources
4. The student will recognize the variety of manners to be displayed in a dating situation.	1. Have student role play asking another out on a date (The teacher may have to prepare the situations). 2. Have students plan a dinner dance to be held at school. (Discuss: appropriate attire, good manners, how to invite a guest, etc.) 3. Make arrangement for students to go as a group to a restaurant. Discuss: clothing, table manners, ordering, tipping, etc.	The student will correctly complete several multiple choice and open ended questions which deal with manners on a date.	Role playing situations Class trip
5. The student will describe the variety of ways to show consideration through remembrances and correspondence.	1. Have students read about Thank You Notes on p. 25 and answer the corresponding questions on pp. 26 and 27 of Manners. 2. Have students practice writing a thank you note to someone. 3. Class discussion: How can you show you care when someone has a birthday, gets married, celebrates an anniversay, is ill, etc. 4. Discuss how to send out invitations as well as how to respond. 5. Make a bulletin board based on various remembrances received by students.	The student will indicate how to show consideration for a given number of situations.	Manners, Frank E. Richards Publishing Company, p. 26 and 27 Materials for bulletin board.

Objective	Activities	Evaluation	Resources
6. The student will define some common feelings and attitudes.	1. Have pairs of students role play various teacher-prepared situations. Students attempt to explain what feelings and attitudes are being demonstrated. 2. Have students look through comic strips to find those which demonstrate certain feeling or attitudes. Make a bulletin board of these strips. 3. Have students complete the activity on page 18 of Going Places With Your Personality in which they are to match the feeling or attitude with the picture it best describes. 4. Students may view the film-strips from Be-Attitudes which describe the 4 human relations areas of self esteem, awareness, integrity and enthusiasm.	The student will complete a matching activity of feelings and attitudes and their description.	Teacher-prepared situations Newspaper comic strips Materials for bulletin board Going Places With Your Personality, Lear Seigler Inc./Fearon Publishers, P. 18 Be-Attitudes, Carlocke Langden

Objective	Activities	Evaluation	Resources
7. The student will explain how one's feeling and attitudes affect others.	1. Review the Be-Attitudes filmstrips and have students discuss how each of the attitudes described affect others. 2. Have students read pp. 5 and 6 of It's Easy to Be Liked which points out the variety of ways to show people you care about them. 3. Class discussion of famous people or groups and how their feelings and attitudes affect others. (e.g: Hitler, Religious group, Elvis Presley) 4. Have students view either Person to Person..Making Communication Work for You or What Do We Look Like to Others?, 16mm films which demonstrate that our feelings and attitudes affect others.	Given several situations, the student will explain how the feelings and attitudes involved affected others.	Be-Attitudes, Carlocke Langden It's Easy to Be Liked, Finney Company, pp. 5-6 Person to Person..Making Communication Work for You, Sandler Institutional Films What do we Look Like to Others? Sandler Institutional Films
8. The student will distinguish those attitudes and feelings which most often lead to positive interpersonal relationships.	1. Have students discuss the films from the previous activity and list those attitudes and feelings which led to positive relationships. 2. Have students complete the activity entitled What are Your Good Points? on p. 20 of It's Easy to be Liked which points out some feelings and attitudes leading to positive relationships with others. 3. Have students read Part I of Your Attitude is Changing and Chapter III of Your Attitude is Showing which points out the importance of positive attitude in interpersonal relationships.	Given a list of feelings and attitudes the student will select those which lead to positive interpersonal relationships.	Person to Person..Making Communication Work for You Sandler Institutional Films What do We Look Like to Others, Sandler Institution-Films It's Easy to be Liked, Finney Company, P. 20 Your Attitude is Changing, SRA Your Attitude is Showing, SRA

Objective	Activities	Evaluation	Resources
9. The student will describe what is meant by a "friend".	1. Brainstorm: What are some common names we use instead of friend? (e.g: pal, buddy, chum, etc.) 2. Have students read,"What is a Friend?" in Communicating With Others on pp. 28-30. Then, have students complete the activity on page 31 entitled, "Who Are Your Friends?" 3. Have students complete the check-list on page 11 of The Friends You Make entitled "Choosing Friends" or page 47 entitled "Best Friend". 4. Each student may prepare a wall poster which portrays the qualities he/she looks for in a friend.	The student will list 3 things or qualities he/she thinks are important when choosing a friend.	Communicating with Others, Steck Vaughn, pp. 28-30 The Friends You Make, Follett Publishing Company, p. 11, p. 47 Materials for wall posters
10. The student will recognize the importance of having friends to a satisfactory life.	1. Students may read about"Why we Need Friends" on pp. 26-28 of Communicating with Others. 2. Class discussion: A new student comes into your class-room and has no friends. How does that person feel? 3. Have students pretend they are alone on a Desert Isle - have them imagine what it would be like not to have any friends. What would they miss?	The student will list 2 reasons having friends is important.	Communicating With Others, Steck Vaughn, pp. 26-28

Objective	Activities	Evaluation	Resources
11. The student will describe the ways to maintain friendships.	1. Have students complete the activity on pp. 5-6 of <u>It's Easy to Be Liked</u> which describes how to maintain a friendship. 2. Discuss the importance of apologizing in a friendship. Then have students read pp. 46-47 of the <u>Friends You Make</u> entitled "Letters to a Friend". 3. Class discussion: Did you ever lose a friend? What happened? What could you have done to prevent it from happening? 4. Students may read pp. 36-37 of <u>Communicating with Others</u>, entitled "Cultivating a Friendship."	The student will list 2 ways to maintain a friendship.	<u>It's Easy to Be Liked</u>, Finney, pp. 5 and 6 <u>The Friends You Make</u>, Follett Publishing Company, pp. 46 and 47 <u>Communicating With Others</u>, Steck Vaughn, pp. 36-37
12. The student will identify the variety of places to go to on a date.	1. Discussion: What are some local places to go to on a date? 2. For a class project, have students prepare a large map of Carroll County and point out various places where one can go on a date. 3. Invite a speaker from the Department of Recreation and Parks to speak about the variety of services and activities available 4. Divide students into small groups. Have each group prepare a list and explain the activities available for various categories: Places to Eat, Movie Theatres, Picnic Areas, Bowling Alleys, Swimming Pools, etc. Students may need to use telephone directories.	The student will list 3 places one could go or take someone for a date.	Materials for map Speaker Telephone directories

Objective	Activities	Evaluation	Resources
13. The student will identify those behaviors which are appropriate in a dating situation.	1. Discuss grooming and neatness and its importance to dating. Have each student make a poster of good grooming, including the products to be used. 2. Female students in particular could view Looking Great on a Shoestring Series which offers suggestions for improving physical appearance. 3. Invite a consultant from a cosmetology school to speak to the class and offer suggestions for improving physical appearance. 4. Discuss the fact that different types of dress are appropriate for different types of occasions. Break students into groups in order to prepare posters for different types of attire: casual, semi-formal, etc. (Distribute magazines for making posters) 5. Discuss proper manners and etiquette for: __ inviting someone or being invited __ arranging for transportation __ being courteous to parents __ checking on curfews __ paying for date expenses __ attending formal functions, (can refer to Manners, pp. 37-39	The student will complete several open-ended questions which deal with dating behaviors. The student will also complete a matching activity of dating activities and attire.	Magazines, materials for posters Manners, Frank E. Richards Publishing Company, pp. 37-39

Objective	Activities	Evaluation	Resources
14. The student will identify or describe those characteristics he/she would desire in a person to date.	1. Have students complete the checklist on p. 41 of The Friends You Make in which they identify the type of personal characteristics they like or dislike. 2. Class discussion: Every person desires different characteristics. 3. Have students submit a short paragraph entitled, "The Person I Would Like to Date".	The student will list 3 characteristics he/she would look for in a person to date.	The Friends You Make, Follett Publishing Company, p. 41
15. The student will explain what is meant by the "family".	1. Have students discuss their definition of the "family". Then, have them refer to the dictionary to obtain appropriate definitions. 2. Students may read the short, continuous stories in The Family You Belong To. Various topics are included such as: Housing, Family relationships, Ancestral line, etc. The short stories could also be presented in soap opera format by use of a tape recorder.	Given several definitions, the student will select the one which is not a definition of the family.	Dictionaries The Family You Belong To, Follett Publishing Company

Objective	Activities	Evaluation	Resources
16. The student will describe the changing role of men and women in today's family.	1. One student may read orally to the class appropriate sections from Changing Roles of Men and Women, a paperback book, pp. 7, 35, 41 which gives an introduction to our changing social structure. 2. Class discussion: How stereotypes about males and females develop. Particular attention should be paid to stereotyping regarding jobs, aggression, emotions. 3. Assign a group of students to report on the Women's Liberation Movement: What was it?, how did it affect the family?, what is its current status? 4. Show the filmstrip, Non-Traditional Careers for Women which presents several women in the non-traditional career roles.	Given several statements about men and women the student will identify those which represent today's viewpoint.	Changing Roles of Men and Women, American Guidance Service Non-Traditional Careers for Women, Pathescope Educational Films
17. The student will define the terminology associated with various family relationships (e.g: adopted, foster child, half sister, cousin, etc.)	1. Have students complete the activities on pp.7,35-41 of The Family You Belong To. 2. Have each student make a list of all the members in his/her immediate family and determine the relationship which exists. 3. Have students prepare word searches of the terminology and exchange with each other.	The student will complete a matching activity of family relationship terms and their meaning.	The Family You Belong To, Follett Publishing Company, pp. 7, 35 and 41 Student prepared word searches

Objective	Activities	Evaluation	Resources
18. The student will distinguish between rights and privileges in a family situation.	1. Discuss the meaning of rights and privileges. Have students refer to the dictionary and put definitions on the board. 2. Contact the local Legal Aid Bureau to invite a speaker to discuss legal rights of minors. 3. Once students understand the meaning of "privileges", have them make a list of privileges they have at home. 4. Assign a small group of students to prepare a wall chart of "rights" they as minors possess.	Given a list, the student will distinguish which are rights and which are privileges.	Dictionary Legal Aid Bureau Materials for wall chart
19. The student will identify those problems over which families argue.	1. Have students bring in articles from Ann Landers which have to do with family arguments. Encourage students to offer solutions. 2. Invite a speaker from Social Services to speak to the class about common problems over which families argue. 3. Have students identify some of the family arguments and problems which occurred in <u>The Family You Belong To</u>. Complete checklist on p. 15.	The student will list 2 major problems over which families argue.	Newspapers Speaker <u>The Family You Belong To</u>, Follett Publishing Company

Objective	Activities	Evaluation	Resources
20. The student will identify those family problems which require help from an outside agency or person.	1. Have students complete the activity on page 29 of The Family You Belong To which points out some problems which require help from an outside agency or person. 2. Class discussion: How does one know when a problem has gotten to the point where it requires outside help? (Cover points such as: physical harm to members, breakdown of the family unit, deprivation)	Given a list of family problems, the student will identify those which require help from an outside agency or person.	The Family You Belong To, Follett Publishing Company, p. 29
21. The student will identify those people and agencies which may provide assistance to family problems and describe the services provided.	1. Distribute copies of The Directory of Community Agencies for Carroll County and have students look through. 2. Have students perform the matching activity on page 29 of The Family You Belong To. 3. Invite speakers from various agencies to speak to the class about services provided. 4. For small group projects, the students may visit and interview local agencies and report their findings to the class.	The student will complete a matching activity of common family problems and corresponding persons or agencies designed to help.	Directory of Community Agencies (prepared by Council of Social Agencies The Family You Belong To, Follett Publishing Company, p. 29 Speakers

Objective	Activities	Evaluation	Resources
22. The student will describe the gradual need one has for independence from the family.	1. Have students define "dependence" and "independence" by using the dictionary. Brainstorm: In what ways can one person depend upon another?" 2. Students may read pp. 6-11 of Becoming a More Effective Person which describes the various stages of life and the corresponding dependency needs. 3. Discuss: Independence brings with it many new responsibilities. 4. Break students into small groups to prepare posters, each representing a different stage of life and the dependency-independency needs.	The student will complete a matching activity of the life stages and stages of dependency.	Dictionaries Becoming a More Effective Person, Steck Vaughn, pp. 6 - 11 Materials for posters.
23. The student will describe some of the effects of divorce on the family.	1. Show a film on divorce which points out the impact it has on the family. 2. Discuss how many marriages are ending in divorce today and have students brainstorm about why the divorce rate is increasing. 3. Invite a speaker from legal aid to speak about the legal aspects of divorce. 4. Class discussion about step-parents and step siblings and some of the problems which could arise.	The student will complete several multiple choice questions dealing with divorce.	Film Speaker

Objective	Activities	Evaluation	Resources
24. The student will describe the adjustments a family must make when a member dies.	1. Invite a minister to speak about death and the adjustments a family has to make. 2. Discuss the immediate arrangements which need to be made. 3. Discuss planning for death: making a will, selecting of a grave plot, deciding who would raise the children in case of death by both parents, etc. 4. Invite a funeral director to speak to the class.	The student will list 2 adjustments that a family must make when a member dies.	Speakers

Name:_____
Grade:_____
Date: _____

Interpersonal Relationships
Evaluation Exercise

1. Why should a person have good manners? Give 2 reasons.
   1.
   2.

2. Below is a list of things a person might do at home. Circle the letter in front of all those which would be considered good manners.
   A. Reading another person's mail.
   B. Knocking on another person's door before entering.
   C. Respecting another's property.
   D. Coming home late for dinner without calling.
   E. Helping with chores around the house.
   F. Looking in your sister's or mother's pocketbook.
   G. Staying on the phone all evening.
   H. Borrowing something without asking the person's permission (as long as you return it before they know it's missing).

3. List 3 good manners you should have in school.
   1.
   2.
   3.

4. You wish to ask someone for a date. Which of the ways below is best? Circle the best response:
   A. "I'm going to the movies. You want to go along?"
   B. "Hey, you, what are you doing tonight?"
   C. "Hi, I was wondering if you would like to go to the movies with me."
   D. "This is your lucky day. You get to go out with me."

5. You've been asked out on a date but don't want to go. What is the best way to answer?

6. The following events might occur. What can you do to show consideration for the following:
   A. Someone gives you a graduation present. _____
   B. A friend of your family dies. _____
   C. You are sent a wedding invitation with an RSVP request._____
   D. Your teacher has to go to the hospital for an operation. _____
   E. Your parent's anniversary is this weekend. _____

7. The following are some common feelings and attitudes we all display from time to time. Match each term with its best description.

Enthusiasm _____	A. Causes resentment and envy toward others.
Selfishness _____	B. Gives us courage and strength of character.
Pride _____	C. Pleasure or satisfaction in one's work.
Jealousy _____	D. Helps you care about and like yourself.
Integrity _____	E. Causes us to think about and want things mainly for ourselves.
Awareness _____	F. Gives us hope and energy to achieve.
Self Esteem _____	G. Helps us care, understand, and respect others.

For questions 8 through 10, choose from the following words to answer the questions:

Jealous
Happy
Depressed
Angry
Secure

8. You've just been invited to the senior prom by someone you really admire. How would you feel?

9. You've been waiting in line for your favorite lunch. All of a sudden, 5 people join the person in front of you in line. How would you feel?

10. You studied very hard for a spelling test and thought you did well. Your test comes back - you got an F. How would you feel?

11. The following are examples of attitudes and feelings. Put an X in front of those which lead to good relationships with others.

_____ Being selfish
_____ Showing enthusiasm
_____ Being complimentary
_____ Having integrity
_____ Being jealous
_____ Being helpful
_____ Being anxious

12. Almost everyone has a person they call a "friend". List 3 things or qualities you think are important when choosing someone to be a friend.

1.
2.
3.

13. Do you think having friends is important? List 2 reasons why or why not.

1.
2.

14. Keeping friend can sometimes take some work. Name 2 ways to keep a friendship alive.

1.
2.

15. List 3 places you could take or go with someone for a date.

1.
2.
3.

16. Your're out on a date and have car trouble. You see that you and your date will be out past curfew. What should you do?

17. Below in the left hand column is a list of things you might do on a date. In the right hand column is a list of different ways you might dress. Match each type of date with its appropriate dress.

bowling, movies _____	A. warm, confortable clothing, mittens, scarves
formal prom _____	B. coat and tie; good dress
dinner date _____	C. dirty clothes in need of repair
swimming, picnicking _____	D. bathing suits, shorts, tennis shoes
ice skating _____	E. suit, tuxedo; long gown
	F. casual attire, jeans would be appropriate

18. List 3 characteristics you would look for in a person you would date.
1.
2.
3.

19. Below are several definitions. Select the letter of the one which is <u>not</u> a definition of the "family".
A. Two parents and their children.
B. A group of persons who are related to each other by birth or marriage.
C. All the persons living in the same household.
D. Any 2 or more persons having the same last name.

20. Below are some statements about men and women. Some represent society's viewpoint in the past; some represent the viewpoint of today. Identify those which represent <u>today's</u> viewpoint by putting an X in the blank.
_____ A. "A woman's place is always in the home".
_____ B. "The man is the breadwinner and head of the household."
_____ C. "A woman can be a doctor if she has the skill and interest."
_____ D. "A man can be a secretary or receptionist if he has the skill and interest."
_____ E. "The father should share responsibility in child-rearing."
_____ F. "Men and women should receive equal pay for equal work."
_____ G. "Women should stay out of politics."

21. Below at the left is a list of words which have to do with family relationships. Match each term with its correct definition.

foster parents _____	A. A child's mother and father are divorced. The mother remarries. The man she marries is the boy's _____
half sister _____	B. A child has no parents. A married couple makes him theirs by law. He is then an _____ child.
stepfather _____	C. A child's parents are unable to take care of him. Another set of parents is paid to take care of the child.
widow _____	D. A girl lives with her mother and stepfather. A daughter, born to her mother and stepfather is the girl's _____.
uncle _____	E. Your father's brother.
adopted _____	F. The child of your aunt and uncle.
	G. A woman whose husband has died and she hasn't remarried.

22. At home, you have certain rights and privileges. For those statements below, identify which are rights and which are privileges by putting the following letters in the blank:

R - Rights
P - Privileges

_____ protection from physical harm
_____ an education
_____ use of the telephone
_____ safety
_____ use of the car
_____ protection by laws of the land
_____ viewing television
_____ receiving an allowance

23. Most families have arguments from time to time. List 2 major problems families argue about.
1.
2.

24. Below are some family problems which might occur. Some of these require help from an outside agency or person. Put an X in front of those which require this help.

_____ "Dad spends a lot of money on gambling and doesn't have enough money left to pay his share of the bills."
_____ "Mom gets angry because no one has been helping her with the dishes.
_____ "My older brother has been using drugs constantly and doesn't seem to care about anything."
_____"We only have one TV in the house, but each of us wants to watch a different show."
_____ "Mom beats on the youngest brother, Tommy, and puts large bruises on his back."

25. Below in the left hand column are some family problems. In the right hand column are some people and agencies who may provide assistance to family problems. Match each problem with the person or agency which would best help.

Father decides to sue landlord. _____
Mother is very depressed all the time and can't cope with daily problems. _____
A son does not come home one evening and the parents are unable to locate him. _____
You can't find a job. _____
A 17 year old boy has difficulty getting along with parents and adults. _____
A girl gets in trouble with the law and is placed on probation. _____

A. Policeman
B. Employment office
C. Juvenile Services
D. Lawyer
E. Youth Services Bureau
F. Mental Health Association

26. At different stages in our lives, we have certain needs and interests. Below are different life stages. Match each stage with its best description.

Infancy _____
Childhood _____
Adolescence _____
Young adulthood _____
Middle age _____
Retirement _____

A. Breaking away from the original family unit and living away from home.
B. Concern with leisure time pursuits.
C. Total dependency for food, clothing, and shelter.
D. Friends become very important and interference by parents is resented.
E. Basically free of the financial and emotional obligations of children.
F. Heavy dependency on family but beginning to do some things for oneself.

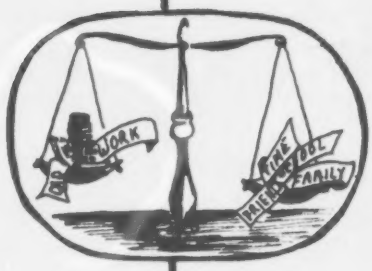
27. Circle the letter of the best response:
Divorce is
A. When 1 person leaves his/her marriage partner.
B. ending of a marriage contract by legal means.
C. living together without a marriage contract.
D. A or B.

28. Circle the letter of the best response:
Divorce occurs
A. less today than in the past.
B. very often - almost 1 out of 3 marriages.
C. very rarely today - couples are staying together through the help of marriage counselors.
D. both A and C.

29. When someone dies, the family members must make several adjustments.
Name 2 of these.
1.

2.

Values and Decision Making



Values and Decision Making

Long Term Goal: The student will gain an understanding of values, gain insight into his/her own unique value system, and understand the role that values play in decision-making. The student will also learn the steps of the decision-making process and be better prepared for making decisions based on that process.

Rationale: Everyone is constantly faced with making decisions. Among the most important decisions one will make is which career field to enter. Handicapped students traditionally have a great deal of difficulty in planning for the future, as well as realizing the long-term impact that their decision may have. This unit is designed to prepare the students for making better decisions, particularly as it relates to career choice.

Objective	Activities	Evaluation	Resources
1. The student will demonstrate that he/she cherishes and prizes certain things above others.	1. Conduct a class auction using inexpensive objects or pictures of objects. Give each student a designated number of tokens for bidding on objects. Discuss how people cherish or prize certain things above others. 2. Distribute form from duplicating master entitled 20 Things I Love To Do and have students list as many as they can. (An Introduction to Value Clarification. Then, have students star the 2 or 3 most important to them. 3. Have students list at least 3 things they would like to change. 4. Play a game of "Three Wishes" in which students may pick any 3 things they would like to change.	The students will list or display those things which they cherish most.	Items for auctioning Tokens An Introduction to Value Clarification, folder, J.C. Penny

(Cont. on next page)

Objective	Activities	Evaluation	Resources
1. (Cont.)	5. Have a classroom bulletin board entitled "Things I Think are Important" - Students bring in those things (or pictures of those things) which they think are important. 6. Ask students to list three things they would do if they could do anything they wanted for one week.		
2. The student will define the term "value".	1. Show the theory poster from J.C. Penny folder on wall and use accompanying overhead from An Introduction to Value Clarification. Explain that for something to be truly of value we must: choose it freely, choose from alternatives, choose it after considering the consequences, prize it happily and positively, be willing to affirm and share one's choice with others, act upon that choice (and accept the result), repeat the act. 2. Discuss various famous or familiar people and have students determine what these people value (e.g.: policeman, judge, preacher, etc.) 3. Have student read about values and value categories in Understanding Yourself. 4. Class discussion about: there are no right or wrong values.	Given a multiple choice question, the student will select the most appropriate definition of a value.	An Introduction to Value Clarification, J.C. Penny (theory poster and accompanying overhead) Understanding Yourself, Steck Vaughn Teacher resource: Personalizing Education: Values and Clarification and Beyond, Hart Publishing Co. pp.17-20

Objective	Activities	Evaluation	Resources
3. The student will discuss the variety of values that exist.	1. The teacher will read the short stories from Folder #6 (teacher may have to paraphrase and emphasize certain points) of J.C. Penny, An Introduction to Values Clarification. 2. The student will interview at least 1 person (school teacher, family, or friend) to determine one thing they value. Compile a group list on the blackboard, tag board, or overhead transparency. 3. Show fs. #1 from Developing Values, Guidance Associates, in which various characters demonstrate their values through their actions. Ask student to determine the values these characters hold. 4. The teacher may prepare several short paragraphs about people and how they spend their lives. Have the class decide: what do these people value?	The student will submit a list of at least 5 values that exist.	An Introduction to Value Clarification, J.C. Penny Developing Values, Guidance Associates

Objective	Activities	Evaluation	Resources
4. The student will recognize the variety of sources which influence value development.	1. Use list from Obj. 1("20 Things I Love to Do") and have each student indicate the following codes for each value: M - mother influenced you F - father influenced you R - relative other than mother or father X - friend O - other Then, have students tally for each category. 2. Have students perform the activity entitled"Desert Isle" from Search for Meaning, in which the student is asked to indicate those goods or services he/she needs from others in order to survive. 3. Have students complete the activity "Studio One," in which student lists all those involved in a "This Is Your Life" program. (Search for Meaning). 4. Student will complete the activity "Family Pride" in which the student indicates the dreams his parents have for him/her in a variety of situations. (Search for Meaning).	The students will state or list 3 sources which influence value development.	List from Objective 1: "20 Things I Love to Do" Search for Meaning, Pflaum/ Standard Understanding Yourself, Stack Vaughn, pp. 80-84

(Cont. on next page)

Objective	Activities	Evaluation	Resources
4. (Cont.)	5. Class discussion of how peers influence one another. Have students complete the activity from "Peer Power" in which student indicates how peers have influenced him/her on a variety of characteristics. (Search for Meaning) 6. Discussion of how we are constantly influenced by media. Students may watch TV commercials for examples of advertising. Distribute "Advertising Approaches" and "Advertising Action" and have students complete. Discuss. (Search for Meaning) 7. Have students read about how values come about on pp. 80-84 of Understanding Yourself.		
5. The student will describe the value process as being on-going and ever-changing.	1. Show overview filmstrip #1 from Developing Values which discusses how values change as we grow, depending upon influences. 2. Use the list, 20 Things I Love to Do, and have students indicate those things which they would not have liked 3 years ago. 3. Present the students with a list of value-laden issues. Have them vote either in favor of or against. Then, ask them to vote again, this time in the role of a parent. Discuss how values change as one changes roles.	The student will complete several T-F questions which deal with the value process as being on-going and ever-changing.	Developing Values, Guidance Associates List for Objective 1: "20 Things I Love to Do"

Objective	Activities	Evaluation	Resources
6. The student will determine his/her own unique values.	1. The students will complete a coat of arms, using suggestions from Career Development: Education for Living, or An Introduction to Value Clarification. (See Appendix 1) 2. The teacher will provide students with a ditto which contains symbols representing various values. The student is to design and make his/her own hex sign by selecting 3 symbols which reflect the things he/she thinks are most important in life. 3. The students will complete an activity in which they indicate- a. "If you could be anyone, whom would you be"? b."If you could be an animal, what kind would you be?" c. "If you could be a building, what type would you be?" d. "If you could be a car, what type would you be?" 4. Each student will draw or describe his/her dream house (location, style, rooms, etc.) Have them explain why they would want that kind of house. 5. Have student complete the activity on pp. 93-100 in Individualized Instruction for Entering the World of Work. The student reads a statement about values. A profile of values is developed.	The student will submit a list of values, the hex sign, or coat of arms.	Appendix 1 Career Development: Education for Living, J.C. Penny An Introduction to Value Clarification, J.C. Penny Teacher prepared ditto Individualized Related Instruction for Entering the World of Work, McKnight Publishing Co. Understanding Yourself pp. 82-83, Steck Vaughn

(Cont. on next page)

Objective	Activities	Evaluation	Resources
6. (cont.)	6. Have students individually complete the chart on pp. 82 and 83 of Understanding Yourself in which they judge how they value a variety of ideas.		
7. The student will realize that everyone's values are unique and deserve respect.	1. Have students make up a petition concerning something they would like to see changed. Then, have them try to get other classmates to sign their petition. Instruct students to only sign petitions promoting ideas in which they believe. 2. Have students complete the activity entitled Priorities. (See Appendix 2). Then, ask the students to indicate their answers as teacher records on board. Teacher should stress that everyone is entitled to his/her own viewpoint. 3. Perform the voting activity in Folder 2 of An Introduction to Value Clarification. Students are asked to indicate their feeling on a variety of value issues or use the voting exercise on p. 13 of Me and Jobs.	The student will explain that everyone has a right to his/her own value system and briefly explain why.	Students' petitions Appendix 2 An Introducation to Value Clarification, J.C. Penny, (folders 2 and 4) Me and Jobs, Educational Design, p. 13 Personalizing Education: Values Clarification and Beyond, Hart Publishing Company, pp 214-215

(Cont. on next page)

Objective	Activities	Evaluation	Resources
7. (cont.)	4. Perform the Value Continuum Activity on folder 4 of An Introduction to Value Clarification in which students show where they stand on a variety of moral issues. 5. Push desks on opposite sides of the room: one side will represent "yes", the other "no". The teacher will read a statement. Students take a seat as to whether or not they agree with the statement. Have students discuss how everyone is entitled to his/her opinion.		
8. The students will discuss how values are an important aspect of everyday living.	1. Discuss how values are reflected in the type of work one chooses as well as choice of leisure time. Show the filmstrip from Career Development: Education for Living, (should be viewed individually or in small groups by the more able students in the class). 2. Have students complete the activity entitled Diary (appendix 3) which demonstrates that the one way to learn about one's values are to look at what one does. 3. Have students complete "Unfinished Sentences" from the Forum magazine, p. 10 of An Introduction to Value Clarification. e.g; On Saturdays I like to _____. If I had my own car _____.	The student will submit a list of at least 5 activities he/she performed over the past week which reflect his/her values.	Career Development: Education for Living, J. C. Penny Forum magazine from An Introduction to Value Clarification, J.C. Penny Folder 4 Career Values: What Really Matters to You? Guidance Associates

(Cont. on next page)

Objective	Activities	Evaluation	Resources
8. (Cont.)	4. Show the introductory filmstrip from Career Values: What Really Matters to You?, in which 2 young people take action based upon their values.		
9. The student will realize that one is constantly making decisions.	1. Group discussion about the many decisions which are made in a typical day. Have students tell of the many kinds of decisions they make in a typical day. (e.g. - what to eat for breakfast, what to wear to school, what means of transportation to use for school, etc.) 2. The teacher may read the story on page 7 of Deciding in which a young boy makes a number of decisions. Have students attempt to pinpoint all the decisions he made. 3. Have students view filmstrip A, "Decision, Decisions, Decisions" in which it is pointed out that one is constantly faced with making decisions. 4. Read to the students the short story entitled, "To Decide or Face the Consequences: Pete's Day". Have students make a list of the many decisions Pete made in that day. 5. Have students define decision-making. (May refer to p. 6 of Decisions and Outcomes.	The student will submit a written list of at least 5 decisions he/she might make in a typical day.	Deciding, College Entrance Examination Board, p. 7 Making Decisions, Eye Gate House "Decision Making: What Is It?" Decisions and Outcomes, College Entrance Examination Board, p. 6

Objective	Activities	Evaluation	Resources
10. The student will realize that values play an important part in decision-making.	1. Show filmstrip 2 from Developing Values which presents several value dilemmas. Have students discuss what they would do in each situation and why. 2. Have students perform the activity, Baker's Dozen (appendix 4) in which they must choose those 5 appliances they can not do without. Have them explain why they chose what they did. 3. Perform an activity entitled Life Raft: A boat is sinking and there is only 1 life raft. Students must choose the 10 out of 20 they would save and are given a description of 20 people. (Personalizing Education: Values Clarification and Beyond). 4. Ask the students to list three things they spend the most time doing in a typical weekend. Have them think about how their actions imply their values. 5. Class discussion of how decision-making involves both thinking and feeling.	Given several short value dilemmas, the student will indicate what he/she would do and point out the values behind the decision.	Developing Values, Guidance Associates Appendix 4 Personalizing Education: Values Clarification and Beyond, Hart Publishing Company, p. 429 "Life Raft" activity, Personalizing Education: Values Clarification and Beyond, Hart Publishing Company, pp. 247-249

Objective	Activities	Evaluation	Resources
11. The student will describe the fact that decisions have varying degrees of impact on life.	1. Have students read the story on page 37 of I'd Rather Do It Myself, If You Don't Mind, entitled "Facing the Consequences". Discuss. 2. Show the filmstrip from Career Values: What Really Matters to You? in which several situations requiring a decision are presented. 3. Given a list of teacher-prepared situations requiring decisions, the student will determine whether each will lead to a long of short term effect. (e.g: who to marry, what to wear in the morning, what job to have, etc.) 4. Have students complete the handout entitled "Relative Importance of Decisions" on pp. 8 and 9 from Decisions and Outcomes in which students are to determine how much control they have over a variety of situations requiring decision. 5. Have students complete the activity "One Year Left" in Personalizing Education: Values Clarification and Beyond. 6. Show the filmstrip "D", "Decision Making in Action", in which a young boy is shown making a decision regarding dropping out of school. Discuss how that decision affected him immediately as well as in the future.	The student will tell or write of one minor and one major decision he/she made and how it affected his/her life.	I'd Rather Do It Myself, if You Don't Mind, American Guidance Service, p. 37 Career Values: What Really Matters to You? Guidance Associates Teacher-prepared activity Decisions and Outcomes, pp. 8 and 9, College Entrance Examination Board Personalizing Education: Values Clarification and Beyond, Hart Publishing Co. Making Decisions, Eye Gate House

Objective	Activities	Evaluation	Resources
12. The student will list the variety of ways to make a decision.	1. Show the filmstrip "The Ways People Decide" from Making Decisions. (Stop after the pause) 2. List the techniques for making decisions shown in the filmstrip. Have students think about and discuss whether students have used any of the techniques. Follow by discussing what is good about the techniques and what is bad. 3. Familiarize students with Decision-making strategies described on page 44 of Decisions and Outcomes. Follow by class discussion of the good or bad points of each method. 4. Put on the board the expression, "Not to Decide is to Decide". Ask class to discuss what is meant by the expression.	The students will list at least 4 ways to make a decision.	Making Decisions, Eye Gate House Decisons and Outcomes, College Entrance Examination Board, p. 44
13. The student will identify the steps of the logical decision-making process.	1. Show the second part of the film-strip "The Ways People Decide", from Making Decisions and point out in particular the steps discussed for the logical decision-making process. Put list on board of the steps. 2. Assign student to read orally the story "Growing into Wise Decisions" pp. 31-39 from I'd Rather Do It Myself If You Don't Mind. 3. Individual or small group project in which students prepare a large wall chart listing the steps of the decision-making proces or several charts, one for each of the steps.	Given a list of several steps for making a decision, the student will indicate those which are included in the logical decision-making process.	Making Decisions, Eye Gate House I'd Rather Do It Myself If You Don't Mind, American Guidance Service Materials for wall posters

Objective	Activities	Evaluation	Resources
14. For a given theoretical situation requiring a decision, the student will identify the problem which exists.	1. Each student will bring in an article from the Ann Landers column and read to the class. Classmates will try to identify, "What is the problem that needs to be solved?" 2. The teacher will read several stories to the class dealing with value dilemmas. After each story, student will attempt to orally state the problem. Personalizing Education: Values Clarification and Beyond.	Given several short stories in which a decision needs to be made, the student will state the problem which exists.	Newspapers Personalizing Education: Values Clarification and Beyond, Hart Publishing Company, pp. 254-261
15. The student will identify various sources of information to be used in making a decision.	1. Have students read pp. 25-27 of Decisions and Outcomes which points out the variety of sources one man can use in making a decision. 2. Brainstorm: To whom or where can you go to find out information to assist you in making a decision? 3. Divide students into 3 or 4 groups. Give each group a problem which needs to be solved. Have students make a list of the sources of information they could use for making a decision. 4 Have student complete the activity entitled Getting Information (appendix 5) which has students assess where they get information for making consumer decisions.	Given several problems, the student will identify for each the sources of information to be used in making a decision.	Resources Decisions and Outcomes, College Entrance Examination Board, pp. 25-27 Appendix 5

Objective	Activities	Evaluation	Resources
16. The student will identify the alternatives which exist for a given situation requiring a decision.	1. Have students define what is an "alternative"? Refer to dictionary. 2. Discuss how seeking information helps in clarifying alternatives. 3. Students may complete the activity, "Do You Know All the Alternatives?" which provides 4 steps to learning the alternatives on p. 22 of Deciding. 4. Based on activity from preceding objective in which students divide into groups, have students identify the alternatives which exist for each problem. 5. Place a "Dear Abby" box in the classroom in which students may submit (anonymously) a written description of a problem they are experiencing. After teacher reads the problem orally to the class, have students identify the alternatives which might be possible.	The teacher will read a short story representing a value dilemma. The student will list and submit the alternatives which may be used for solving the problem.	Dictionary Personalizing Education: Values Clarification and Beyond, Hart Publishing Co. "Dear Abby" box Deciding, College Entrance Examination Board, p. 22

Objective	Activities	Evaluation	Resources
17. Given a set of alternatives for a situation requiring a decision, the student will identify the pros and cons for each alternative	1. Class discussion of what is meant by pros and cons. Point out that each person may see alternatives differently, and that what may be "pro" to one, may be a "con" to another. 2. Show the filmstrip again entitled Developing Values, Part II and have students review the alternatives they have listed for one of the situations. Follow by class discussion of the pros and cons for each alternative. 3. Using the alternatives listed from the group activity from the preceding objective, have students orally discuss the pros and cons for each alternative. 4. The teacher will distribute several prepared stories in which the problem as well as the alternatives have already been identified. Break students into small groups to discuss the pros and cons which exist for each alternative.	Given a short story about a value dilemma for which the alternatives have already been identified, the students will list the pros and cons for each alternative.	Developing Values, Part II, Guidance Associates Personalizing Education: Values Clarification and Beyond, Hart Publishing Co. Teacher-prepared stories

Objective	Activities	Evaluation	Resources
18. The student will make a decision based upon an evaluation of the pros and cons of alternatives for a given situation.	1. Have students read the story entitled "Mr. Martin" from Decisions and Outcomes, in which 2 boys have been bitten by racoons. Their father, Mr. Martin, must decide whether to have antirabies shots given to his sons. Have students break into small groups, list the alternatives, list the pros and cons for each alternative and make a decision. Each group will report its decision and explain the decision-making process they used. 2. The teacher will list several possible field trips the class might take. As a group, list on the board the pros and cons for each trip (include such topics as bus, cost, length of ride, entrance price, what will be learned, interest factor, etc.) Each student will then vote by written ballot for the field trip of his/her choice, explaining why he/she chose the particular trip. 3. Use the case study of Paul in the J.C. Penny kit, Career Development, Education for Living in which students make a decision based upon information given. 4. Class discussion to emphasize that there is always a certain amount of uncertainty in decision-making. 5. Show the filmstrip "A Better Strategy" in which a young man goes through the entire process of the logical decision-making process.	When presented with a problem in which the alternatives and pros and cons have been identified, the student will make a decision.	Decision and Outcomes, p. 40, College Entrance Examination Board Career Development, Education for Living, J. C. Penny Company Making Decisions, Eye Gate House

Objective	Activities	Evaluation	Resources
19. The student will discuss that one must live with the consequences of a decision.	1. Class discussion of the fact that one must act upon a decision. Discuss consequences of not acting upon a decision. 2. Class discussion of famous people, the decisions they've made, and how they've had to live with the consequences of their decision, (e.g. Richard Nixon, Robert E. Lee, Abraham Lincoln, Harry Truman,etc.) 3. Have student interview at least one worker (at school, within the family, etc.) to ask how the decision to accept their present job has affected their lives. 4. Discuss how one might learn something from making a wrong decision.	The student will give an example of at least one decision he/she made and describe how it affected his/her life.	

Objective	Activities	Evaluation	Resources
20. The student will demonstrate the decision-making process in career exploration.	1. Show the introductory filmstrip from Career Values: What Really Matters to You? which points out various factors to be considered when selecting a career. 2. Show the overview filmstrip from the Fascinating World of Work to the class which discusses the various factors to be considered in job selection. Follow by discussing how the decision-making process can be applied to job selection. 3. Several learning stations, each of which focuses on a different career area, can be set up around the room. Students rotate to each. Based upon the information gathered at the station, the student will explain which job seems to be most appropriate for him/her at this particular point.	The student will list at least 5 factors to be considered in choosing a career. The student will also submit a description of one career on these factors and briefly explain why or why not he/she would want to pursue that career.	The Fascinating World of Work, National Career Consultants Career library or resources Career Values: What Really Matters to You? Guidance Associates

Appendix 1

COAT OF ARMS

Perhaps one way to examine values is to picture specific areas where values may be evidenced.

OBJECTIVES:

Students will be able to show, through drawings or pictures from other sources, things that they value in given areas.

PROCEDURES:

Assemble the necessary materials: poster paper of different colors, scissors, magazines, glue, rulers, and magic markers. Instruct the students that they are to make a Coat of Arms featuring six different areas of their lives. These can be listed on the chalkboard. This activity will take longer than one period and the teacher should encourage the students to bring in snapshots and pictures they may have at home. However, it should be emphasized that all six catagories should be covered on the Coat of Arms. Upon completion the students should be given a space to hang their Coat of Arms. The teacher may also want to make and display his/her own Coat of Arms.

The six areas to be covered are :

1. Draw 2 things you do well
2. Draw your favorite place
3. Draw the event that made you happiest
4. Draw three things you look for in a friend
5. Draw the one thing you would most like to do in life
6. Write three words you would like said about you

POSSIBLE FOLLOW-UP ACTIVITIES

1. Have students see if they can pick out the Coat of Arms of others in the class based solely on what the Coat of Arms says about the person.

Appendix 2

Priorities

DIRECTIONS:
Read each question below. There are three choices for answers. Place the number "1" in the space before your first choice of action, "2" in the space before your second choice, and "3" in the space before the choice you would pick last.

- - - -

Appendix 3
DIARY

Values are the ideas on which people act. The best way to know a person's values is to look at what he does. Complete the chart below to see what it says about your values. State one or two major activities for each time period.

	SATURDAY	SUNDAY
6 - 7 a.m.		
7 - 8		
8 - 9		
9 - 10		
10 - 11		
11 - 12 noon		
12 - 1 p.m.		
1 - 2		
2 - 3		
3 - 4		
4 - 5		
5 - 6		
6 - 7		
7 - 8		
8 - 9		
9 - 10		
10 - 11		
11 - 12 midnight		

Appendix 4

BAKER'S DOZEN

DIRECTIONS:

1. Make a list of 13 electrical appliances that you frequently use.
2. Draw a line through the three things that you could most easily live without.
3. What if you had to eliminate five more electrical appliances; which five could you next give up most easily? Cross out these five things.
4. Put a check to the left of the five things that you think are most important and valuable. These five would probably be the things that you would give up last.
5. Rank these remaining five items in order of importance.

- -

	Rank
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____

Appendix 5

GETTING INFORMATION

Where do you get your information? Let's look at some common consumer items and see what your source of information is for the items listed.

On the chart below, place a ✓ or ✓'s under the statements that describe your information for the Consumer Items.

Consumer Item	Always buy the same thing	Used personal experience	Used advice of friend or relative	Saw on TV	Read about in magazine or newspaper
Records/Tapes					
Clothes					
Magazines					
Make-up /After shave					
Tape Player/Radio					
Bike					
Snacks					
Pets					
Jewelry					
Cigarettes					

Do you see any pattern(s) to the ways in which you get information?

Do you rely upon some sources of information more than others?

What sources don't you use? Why?

Have any of the sources you have used given you information which led you to make a bad decision? Has this led you to change your source?

Name _____

Grade _____

Date _____

Values and Decision Making Unit
Evaluation Exercise

1. Which of these statements is true? (Circle the letter of the correct answer).
   A. A person does not have certain things that he prizes (likes) better than others.
   B. A person prizes (or likes) certain things more than others.
   C. It is almost impossible to figure out what we prize (or like) more than others.

2. A "value" includes the following conditions: (Circle the letter of the correct answer).
   A. It must be expensive and interesting.
   B. It must be chosen and prized.
   C. It must be inexpensive and new.

3. People may value things because they are
   A. practical
   B. precious
   C. beautiful
   D. B and C only
   E. A,B, and C

4. The following statements are about values. Circle the letter of the statement which is not true:
   A. Values can be good or bad.
   B. Our values are influenced by others.
   C. All our values are developed by the age of 6.

5. Make a list of at least 5 values that anyone might have:
   1.
   2.
   3.
   4.
   5.

6. Give 3 examples of people or things that have influenced your value development:
   1.
   2.
   3.

7. Fill in the blank:
   Parents
   Neighbors _____ most often have the most influence on a 2 year old child's values.
   Pets

8. Fill in the blank:
   When one becomes a teenager, values often become strongly influenced by _____
   peers (friends)
   grandparents
   neighbors

9. Everyone should have the same values. Agree or disagree:
Explain:

10. Circle the correct response:
A. Within a family, everyone has the same values.
B. A husband and wife have the same values, but their children hold different values.
C. There will often be some differences in values among all family members.

11. Circle the correct response: A person has several values -
A. All these values are equal to him.
B. Some values are more important to him than others.
C. Only one value can be important to him.

12. Circle the correct response:
A. A child is born with a set of values.
B. By the time a child enters school, his values are completely formed.
C. It is not until a person is a teenager, that values are completely formed.
D. A person's value system is constantly changing and forming.

13. List at least 3 values you have.
1.
2.
3.

14. Our values are often shown in (circle the correct response)
A. the work we choose.
B. how we spend our time.
C. how we spend our money.
D. all of the above.

15. John is taking a Math test. His best friend asks to see his paper. John refuses. What does John value the most? (circle the best response:)
A. Friendship
B. Honesty
C. Loyalty
D. Bravery

16. Susan is a salesclerk for a local drugstore. Bob, the captain of the football team and the guy Susan's been wanting to get to know, enters the store. She see Bob quickly stuff a key chain into his pocket. Noticing Susan's stare, Bob gives her a wink. Susam smiles and does nothing about reporting the theft.
What does Susan value the most? (circle the best response)
A. Honesty
B. Attention
C. Promotion
D. Respect

17. When making a decision, you need to look at (Circle the letter of the best response)
A. All important (outside) information
B. Your (inside) feelings
C. Both A and B

18. Make a list of at least 5 decisions you make in a day.
    1.
    2.
    3.
    4.
    5.

19. Circle the correct response:
    A. All decisions have the same amount of effect on our life.
    B. Some decisions have more effect than others.
    C. We should spend as much time on one decision as we do on any others.

20. There are many ways to make a decision. Some are good and some are not so good. List or describe 3 ways to make a decision:
    1.
    2.
    3.

21. There are several steps in the logical decision-making process. Pick from below the steps which belong. (Underline all correct answers)
    - state the problem
    - flip a coin
    - weigh the pros and cons of each alternative
    - select the first choice
    - select the last choice
    - state the alternatives
    - only use whatever advice you can get from others
    - take the choice which requres the most work

22. Greg promised to mow his neighbor's lawn after school. When leaving school, his friends invited him to join them for a coke. Greg can't decide what to do. What is the problem which must be solved?

23. Ellen wants to save up her money for a Shawn Cassidy album. Her little brother's birthday is coming shortly, and she wants to buy him a present. What is the problem which must be solved?

24. Pete and Tom play on the basketball team together. Pete sees Tom steal a wallet out of Fred's locker. Pete knows Fred needed the money to pay the family electric bill. The coach brings the team together after practice and asks if anyone knows anything about the wallet.
    List at least 4 alternatives Pete could take:
    1.
    2.
    3.
    4.

25. You need to plan what courses to take for next semester, but need some help. List 4 sources of information which could help you in deciding.
    1.
    2.
    3.
    4.

26. Frank just received a $25.00 check from his aunt in New Mexico. He decides to do one of the following with his money:
    A. Throw a party
    B. Put it in a savings account
    C. Buy a new tire for his motorcycle

    Give the pros and cons for each alternative:

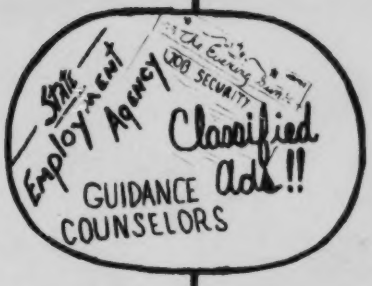
A. Party:	Pro:	Con:
B. Saving account:	Pro:	Con:
C. Tire:	Pro:	Con:

27. What would you do with the money? Tell what you based your decision on.

28. Name at least 1 decision you have made in your life and describe how it affected you.

29. Name 3 factors to be considered in making a career decision.
    1.
    2.
    3.

Job Search


State
Employment
Agency
Classified
Ads!!
GUIDANCE
COUNSELORS

The Job Search

General Objective: The students will become familiar with the many resources available which can provide assistance to them in locating appropriate job openings.

Rationale: Most students have limited knowledge of the many resources available which can provide assistance in locating appropriate job openings. Frequently, students and adults accept the first job they "stumble across" and neglect to develop any type of plan for finding a job. Handicapped students in particular have limited knowledge of the many school, family and community resources available which could provide assistance in locating appropriate job openings.

Objective	Activities	Evaluation	Resources
1. The student will explain the importance of preparing a plan for finding a job.	1. As an introduction to the unit, the teacher may read orally p. 51 of Me and Jobs, which describes how one young person spent far more time looking for a car than he did for a job. 2. Class viewing of filmstrip 2 of Finding a Job Series which points out the benefits of having a job plan. The filmstrip also summarizes the variety of resources available in providing assistance for locating job openings and points out that looking for job may be very discouraging. 3. Class discussion of the pictures on pages 18-22 of Individualized Related Instruction for Entering the World of Work. Students may prepare large wall posters of these pictures using the opaque projector. Display the posters around the room.	The student will complete mutiple choice questions which deal with preparing a plan for finding a job.	Me and Jobs, p. 51 Educational Design, Inc. Finding a Job Series, filmstrip 2, Interpretive Education Individualized Related Instruction for Entering the World of Work, McKnight Publishing Co., pp. 18-22 Opaque projector Materials for wall posters

(Cont'd on next page)

Objective	Activities	Evaluation	Resources
1. Cont'd	4. Ask students to think about the people they know who just "fell into" their jobs. Have them determine whether these people are happy with their jobs. During the discussion, point out that looking for a job is a full-time job in itself.		
2. The student will list the variety of resources or leads that may be used in finding a job.	1. Have students look again at filmstrip 2 of Finding a Job Series to take note of the many resources which provide assistance in locating job openings. In addition, students may view filmstrip 1 of Job Hunting: Where to Begin which also describes the variety of resources available. 2. Break students into small groups to prepare a list of the resources which provide assistance for locating job openings. Have a contest to see which group may come up with the most comprehensive list. 3. Students may prepare a bulletin board which depicts the variety of resources.	The student will submit a list of 5 resources that may be used in finding a job.	Finding a Job Series, filmstrip 2, Interpretive Education Job Hunting: Where to Begin, filmstrip 1, Guidance Associates Materials for bulletin board

Objective	Activities	Evaluation	Resources
3. The student will explain how family members and friends may provide assistance in locating job leads.	1. Class discussion: Does anyone know someone who got a job through a friend or relative? 2. Have a student read orally to the class the section on p. 21 of Individualized Related Instruction for Entering the World of Work which describes how family and friends are one of the best sources of job leads. 3. Have each student prepare a list of relatives or friends who might have business contacts. 4. Assign each student to interview at least one friend or relative who might provide assistance in locating job openings. Students should use p. 41 of Me and Jobs as a guide to the questions to ask.	The student will describe orally how family and friends may provide assistance in locating job leads and submit a list of at least 3 friends or relatives who could provide assistance.	Individualized Related Instruction for Entering the World of Work, McKnight Publishing Co., p. 20 Me and Jobs, Educational Design, Inc., p. 41
4. The student will list the various school personnel who may provide assistance in locating job leads.	1. Take students in small groups to the guidance office to see the Job Bank or job information system. Also, have guidance counselor explain the variety of ways in which he/she can provide assistance to students in locating job leads. 2. Invite the work study coordinator to speak to the class about the assistance he/she may provide. 3. Teacher may discuss how he/she would be available as a personal reference. Have students obtain at least 2 other references in the school, gathering the correct name, title, place of contact, and phone number for each.	The student will list 3 types of school personnel who may provide assistance in locating job leads.	Trip to guidance office, job bank, or other job information system Counselors, teachers

Objective	Activities	Evaluation	Resources
5. The student will demonstrate correct use of the telephone directory in locating job leads and other pertinent information.	1. Have students read p. 21 and complete the workbook activity on pp. 22 & 23 of <u>How to Get a Job and Keep It</u>, which explains and reinforces appropriate use of the telephone directory. 2. Several students may need practice in alphabetizing. Have each student prepare a list of words. Then, have students exchange their list with each other for alphabetizing. 3. Invite a speaker from the telephone company to explain how to use the telephone directory, particularly the yellow pages. (If possible, have speaker bring several directories for students to use). 4. Divide students into pairs or small groups. Using the telephone directories, have students complete the activities on pp. 11 & 12 of <u>Help Yourself to a Job, Part I</u>. (These activities provide practice in using the yellow pages of the telephone book).	Given a telephone directory and a teacher-prepared activity involving the use of the telephone directory, the student will locate the phone number of various companies.	<u>How to Get a Job and Keep It</u>, Steck-Vaughn, pp. 21-23 Speaker Telephone directories <u>Help Yourself to a Job, Part I</u>, Finney Co., pp. 11,12

Objective	Activities	Evaluation	Resources
6. The student will demonstrate the appropriate procedure for directly contacting an employer by telephone.	1. The teacher or a student may read orally p. 20 of How to Get a Job and Keep It which provides a list of rules to follow when using the telephone to contact an employer about a job. 2. Two students may role play the sample telephone call on p. 10 of Your Job and Your Future, Book I. All students may then answer the questions on the following page. 3. Have students role play calling an employer using telephones borrowed from the telephone company. Other students should observe and evaluate the phone calls by use of a teacher-prepared evaluation sheet.	Each student will role play contacting an employer by telephone or list 3 suggestions to follow when directly contacting an employer by telephone.	How to Get a Job and Keep It, Steck-Vaughn, p. 20 Your Job and Your Future, Book I, Webster Division/ McGraw Hill Co., p. 10 Telephones Teacher-prepared evaluation sheet
7. The student will demonstrate the appropriate procedure for contacting an employer in person.	1. Have students discuss their own experiences in directly contacting an employer in person. Follow by discussing: What is the appropriate dress? What items should be brought along? What time of day is best for arriving? What day of the week should one go? What are some of the rules of conduct? 2. Students may role play directly contacting an employer in person. Other students should evaluate each role playing situation by use of a teacher-prepared evaluation sheet.	Each student will role play contacting an employer in person or list 3 suggestions to follow when directly contacting an employer in person.	Teacher-prepared evaluation sheet

Objective	Activities	Evaluation	Resources
8. The student will demonstrate functional understanding of the Help Wanted Ads.	1. Have students read p. 65 of Help Yourself to a Job, Part I to learn why Help Wanted Ads are useful in locating jobs. 2. Show the class the filmstrip from How to Get that Job, which describes the various types of Help Wanted Ads. 3. Distribute newspapers to students so they may look at the Help Wanted Ads. Special attention should be given to where the ads are located in the paper, and the order in which the ads are posted. 4. Have students complete the activities on pp. 66 & 67 of Help Yourself to a Job, Part I in which it is pointed out that ads are listed alphabetically and other considerations are discussed. 5. Have students complete the matching exercises for learning about abbreviations on page 29 of The Jobs You Get, or page 16 of How to Get a Job and Keep It. 6. Students may work individually or in small groups on the Want Ads. 7. Have students read p. 30 of The Jobs You Get and complete the questions on p. 31. In this activity, the student is asked to interpret the ads by answering specific questions. Students may perform activities on pp. 17 & 18 of How to Get A Job and Keep It. (Cont'd on next page)	The student will match common want ad abbreviations with its correct words, and answer questions about Help Wanted Ads.	Help Yourself to a Job, Part I, Finney Co., pp. 65-67 How To Get That Job, Bowmar, filmstrip 3 The Jobs You Get, Follett Publishing Company, pp. 29-31 How to Get a Job and Keep It, Steck-Vaughn, pp. 16-18 Me and Jobs, Educational Design, Inc., p. 24 Materials for bulletin board

Objective	Activities	Evaluation	Resources
8. Cont'd	8. The teacher may create math lessons using the want ads. For example, hourly wages are often mentioned in the ads. Have students determine weekly, monthly, and yearly salaries. 9. Play a game of "20 questions." Each student will select a want ad and present a clue to the class about the job advertised. Other students will attempt to guess the job title using the format of 20 questions. 10. Prepare a bulletin board or poster of Help Wanted ads. Have students bring in and post ads of jobs in the community for which work study students might apply.		
9. The student will describe the services provided by the State Employment Agency.	1. Have students read about the services of the State Employment Agency on p. 11 of Working With Others. For practice, students may fill out the job application form on pp. 12 & 13 which is placed on file with the agency. 2. Arrange a field trip to the State Employment Agency to determine the services provided. Have students prepare a list of questions ahead of time to ask of the counselor. Also, ask for sample application forms to take back to the class.	The student will list 3 services provided by the State Employment Agency.	Working With Others, Steck-Vaughn, p. 11 Trip to State Employment Agency

Objective	Activities	Evaluation	Resources
10. The student will describe the services provided by a private employment agency and distinguish how it differs from the State Employment Agency.	1. Have students read p. 15 of Help Yourself to a Job, Part III, which describes private employment agencies, their services, and how they differ from the state agencies. Students should complete the activities on p. 16. 2. Have an able reader read orally p. 36 of Occupational Essentials: Skills and Attitudes for Employment which discusses shady employment agencies. Also, have students examine the examples of fees on p. 37.	The student will list the services provided by a private employment agency and state the one main difference between a private and state employment agency.	Help Yourself to a Job, Part III, Finney Co. pp 15-16 Occupational Essentials: Skills and Attitudes for Employment, h. c. Johnson Press, p. 37
11. The student will explain how volunteer work may lead to employment.	1. Class discussion of how volunteer work might lead to full time employment. 2. Have students make a list of volunteer work they could do and discuss how it could lead to full time employment later.	The student will complete multiple choice questions which deal with volunteer work and how it might lead to employment.	

Objective	Activities	Evaluation	Resources
12. The student will explain how part time work may lead to employment possibilities.	1. Have students read p. 30 of Working With Others. Ask those students who have part time jobs to talk about how their jobs may lead to full-time employment. 2. Have students read pp. 23-26 of the January '76 issue of Career World, which discusses summer job ideas and pointers. Other summer job ideas are included on pp. 25-27 of the January '77 issue of Career World. 3. Have students complete the check-list on p. 4 of The Jobs You Get in which the student indicates the summer jobs he/she would like to hold. 4. The work study coordinator may talk to the class about work study placements and how they often lead to full-time employment. The evaluation sheet used for work study placement should be discussed at this time.	The student will explain orally or in writing 2 ways in which part-time work may lead to full-time job possibilities.	Working With Others, Steck-Vaughn, p. 30 January '76 Career World, Curriculum Innovations pp. 23-26 January '77 Career World, Curriculum Innovations pp. 25-27 The Jobs You Get, Follett Publishing Company, p. 4 Work Study Coordinator

Objective	Activities	Evaluation	Resources
13. The student will explain the ways in which the military can provide career opportunities.	1. Show the filmstrip, Career Training through the Armed Forces, and have the students take note of the ways in which the military may provide employment opportunities. 2. Have students, in small groups, visit the army recruiters (when they are in the guidance office) and learn first-hand about career opportunities with the military. 3. Students may read p. 45 of Holding a Job and examine the graph which shows the types of work performed by persons in the Armed Forces.	The student will complete multiple choice questions which deal with the career opportunities provided through the military.	Career Training through the Armed Forces, Pathescope Educational Films Holding a Job, Follett Publishing Company, p. 45
14. The student will prepare a plan of action for job searching that is most compatible to his/her particular needs and style.	1. Teacher-led discussion in which students review the variety of ways to obtain job leads. Several students may prepare and display a wall chart of the variety of ways. 2. The teacher may distribute a ditto listing the variety of methods for obtaining job leads covered previously. Students may rank the methods or means in the order in which he/she would prefer using. 3. The student will select 3 means or methods for obtaining job leads and explain specifically how he/she plans to do each.	The student will submit his/her job search plan completed in Activity 3. The plan will be kept in a folder so that the student may refer to it as needed.	Materials for wall chart Teacher-prepared ditto

Name _____
Grade _____
Date _____

The Job Search
Evaluation Exercise

1. The following statements are about finding a job. Select the one statement which is best:
   A. You should depend on your job coordinator to find you a job.
   B. If you have a high school diploma, jobs are always easy to find.
   C. A good plan makes job hunting easier and more productive.

2. List 5 resources (people, places, or things) that may help you in finding a job:
   1.
   2.
   3.
   4.
   5.

3. Should you use a member of your family to help you in obtaining a job?
   A. No, that would be dishonest.
   B. Yes, if you don't have the necessary requirements for the job.
   C. Yes, as long as you are qualified to do the work.

4. Name 3 types of workers within the school who can help you in finding a job.
   1.
   2.
   3.

5. A good reference would be:
   A. your parents
   B. your favorite uncle
   C. your teacher
   D. your boy friend or girl friend
   E. all of the above

6. If you want a list of used car dealers, under which section of the phone directory would you look?

7. You will need a telephone directory for the next section. Put the page number on which you would find the following:
   florists _____
   doctors _____
   plumbers _____
   gas stations _____
   Leggett's dept. store _____

8. What would you look under in the phone book if you had the following problems? (Do not use phone book to answer the questions)
   A. Your house is on fire.
   B. You cut your arm and it has been bleeding badly.
   C. You have termites in your house.
   D. Your TV broke and you want it repaired.

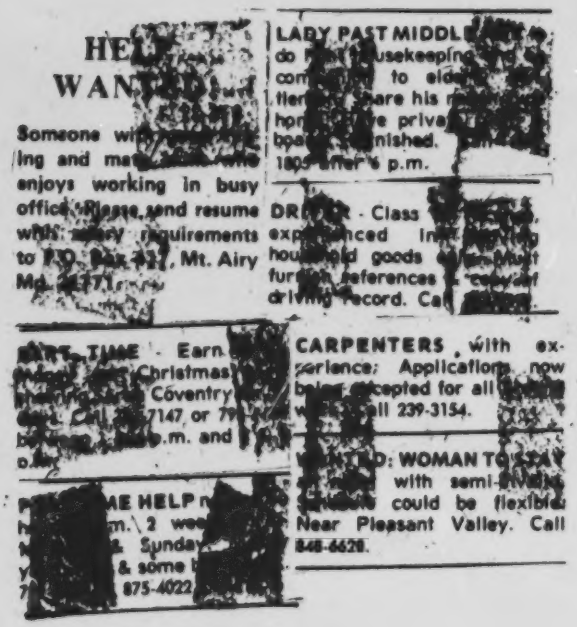
9. If you call an employer to arrange a job interview, list 3 things you should do:
   1.
   2.
   3.

10. If you go see an employer in person about a job name 3 things you should do to make a good impression:
   1.
   2.
   3.

11. The following abbreviations are found in Help Wanted Ads. Match the word with its abbreviation:

A. sal.	___ trainee
B. manuf.	___ salary
C. exp.	___ temporary
D. maint.	___ maintenance
E. trnee.	___ graduate
F. const.	___ experience
G. temp.	___ years
H. grad.	___ appointment
I. appt.	___ manufacturing
J. yrs.	___ construction

12. To answer the following questions, you need to use the Want Ads below:



HELP WANTED

Someone with ... ing and mat... who enjoys working in busy office. Please send resume with salary requirements to P.O. Box 431, Mt. Airy Md. 21771

LADY PAST MIDDLE ... do ... housekeeping ... com... to elde... fler... share his ... hom... ve priva... boa... nished. ... 1805 after 6 p.m.

DR... - Class ... exp...nced ... hou...hold goods ... furnish references ... driving record. Ca...

PART TIME - Earn ... Christmas ... Coventry ... Call ... 7147 or 79... b.m. and ... p.m.

...AME HELP n... m. 2 wee... Sunday ... & some ... 875-4022

CARPENTERS, with experience; Applications now being accepted for all ... Call 239-3154.

WANTED: WOMAN TO ... with semi-... could be flexible. Near Pleasant Valley. Call 848-6628.

A. You're interested in becoming a driver. What 2 things must you bring with you when you apply for the job?

B. You're very good at typing and math. Where could you write to apply for a job?

C. You're interested in a job working with horses. If you get the job listed in the Ad, what type of schedule would you have?

D. What 2 numbers could a woman call if she wanted a live-in job taking care of someone?

13. **MALE OR FEMALE BUILDERS HELPER** and apprentice to learn building and assist general contractor. Must be 18 years old and have transportation. Opportunity to learn all trades. 848-8484 between 9 & 5.

A. What 2 qualifications must you have for this job?

B. If you want this job, how could you apply?

C. Does the Ad tell you what your hours will be?

14. Name 3 services provided by the State Employment Agency.
    1.
    2.
    3.

15. What is the one main difference between a private and State employment agency?

16. Select the best statement about volunteer work:
    A. Volunteer work should be avoided because you won't get paid.
    B. Although volunteer work won't help you get a job, it gives you something to do.
    C. Volunteer work might give you the experience you need to get a paid job.

17. Suppose you can't find a full-time job. Give one reason you might take a temporary or part-time job.

18. Which of the following statements about the military is true?
    A. The military can train you for a career in civilian life.
    B. Some people make the military their career.
    C. You get paid while you're being trained for a career.
    D. A and B.
    E. A, B, and C.

19. You need a job very badly. How would you look for a job? Describe the steps you would take.

Applications and Other Forms

Applications and Other Forms

Long Term Goal: The student will understand the purpose of and correctly complete job applications and other work-related forms.

Rationale: Almost any job requires that one complete an application form. How it is filled out can make the difference between getting and not getting the job. Educationally handicapped students have a great deal of difficulty communicating effectively, particularly in the written form. This unit is designed to familiarize students with job applications and other work-related forms. By studying the purpose and vocabulary of essential forms and learning the mechanics of completing them correctly, the student will be much better prepared for applying for a job.

Objective	Activities	Evaluation	Resources
1. The student will compile a list of forms he/she will need for entering the World of Work.	1. Brainstorm: What forms will you need to fill out for getting a job? Put list on board. 2. Entire class viewing of filmstrip 5 of the Applications and Forms Series which presents an explanation of the work permit, and social security card and application. 3. Students may read individually and then discuss the section in My Job Application File which lists and describes papers needed for getting a job. 4. Teacher should try to obtain actual forms to display in the room. Or, a small group of students may obtain forms to bring to class.	The student will list 3 forms he/she will need to enter a job.	Applications and Forms Series, Interpretive Education My Job Application File, Janus Book Publishers Forms

Objective	Activities	Evaluation	Resources
2. The student will discuss types of instruction which might be given on forms and demonstrate the appropriate method for responding to each type. (Check one, circle, print, etc.)	1. Have students read about common instructions and how to perform them in Working with Others, p. 39. 2. Distribute various forms to students. Have each make a list of all the different types of instructions mentioned. 3. Class discussion of the importance of following instructions exactly as given. 4. Students may listen as a group or individually to tape #1 from The Language of Work.	The student will respond appropriately to a teacher-prepared exercise dealing with the various types of instructions.	Working with Others, Steck Vaughn, p. 39 Work related forms The Language of Work, Educational Design, Inc.
3. The student will explain the purpose of a letter of application.	1. Students may read individually or one student may read orally about the purpose of a letter of application in Working with Others. 2. Class discussion: When should you write a letter of application? A good reference is pp. 35-36 of Individualized Related Instruction for Entering the World of Work.	The student will explain orally or in writing the purpose of a letter of application.	Working with Others, Steck Vaughn, pp. 22-23 Individualized Related Instruction for Entering the World of Work, McKnight Publishing Company, pp. 35-36

Objective	Activities	Evaluation	Resources
4. The student will indicate basic pointers to remember when writing a letter of application.	1. Using the pointers suggested in Occupational Essentials: Skills and Attitudes for Employment, the teacher may discuss suggestions using the overhead transparency. 2. Students may read about suggestions for writing a letter of application in Individualized Related Instruction for Entering the World of Work. 3. The teacher may distribute copies of a letter of application which contains mistakes in spelling, punctuation, content, etc. Ask students to pair-up and try to find as many of the mistakes made as they can.	Given a list, the student will select those items which are appropriate for correctly writing a letter of application.	Occupational Essentials: Skills and Attitudes for Employment, h.c. Johnson Press, pp. 105-110 Individualized Related Instruction for Entering the World of Work, McKnight Publishing Company, p. 35 Sample letter of application

Objective	Activities	Evaluation	Resources
5. The student will write a simple letter of application.	1. Have students look at sample letters of application as shown in Individualized Related Instruction for Entering the World of Work and Occupational Essentials: Skills and Attitudes for Employment. 2. Discuss the major parts of the letter (heading, inside address, greeting, body, closing and signature). For a small group project, students may prepare a large wall poster showing the major parts of a letter of application. 3. Have students take a look at the appropriate manner for addressing envelopes using an overhead transparency or looking at sample in Working With Others. 4. As a group, the class may prepare a letter of application answering want ads brought in by students. (As a guide, refer to activity on pp. 16 and 17 of Looking for a Job). 5. Each student should write a simple letter of application to a company in which he/she is interested in working. Pairs of students may "grade" each other's letter, taking into consideration the pointers discussed in previous objective.	The student will submit a simple letter of application based on information supplied by the teacher.	Individualized Related Instruction for Entering the World of Work, McKnight Publishing Company, p. 37. Occupational Essentials: Skills and Attitudes for Employment, h.c. Johnson Press, p. 111 Overhead transparency Newspaper want ads Working with Others, Steck Vaughn, p. 25 Looking for a Job, Follett Publishing Company, p. 16 - 17

Objective	Activities	Evaluation	Resources
6. The student will explain the purpose of a job application and describe what the application can tell about the applicant.	1. Show the filmstrip from Applications and Forms Series which discusses what an application is and what it tells about an applicant: how well one can spell, how neat and accurate one is, how well one can follow instructions. 2. Teacher may read orally the letter written by an employer describing how applications are viewed by employers in Succeeding in the World of Work, p. 47. 3. Invite a representative from personnel of a company or the Board of Education to talk about what they look for in the job applications.	The student will complete several multiple choice questions which deal with the purpose of the job application.	Applications and Forms Series, Interpretive Education Succeeding in the World of Work, McKnight Publishing Co., p. 47

Objective	Activities	Evaluation	Resources
7. The student will discuss basic pointers to remember when completing an application blank.	1. Have students follow along as one student reads orally about basic pointers in Succeeding in the World of Work or in Individualized Related Instruction for Entering the World of Work, p. 35. Discuss. 2. Teacher should make a list of difficult questions commonly found on a job application blank. Each question should be read orally to the class. Discuss the best method for answering each. 3. Show the filmstrip 1 from Applications and Forms Series, which points out many hints in filling out an application.	The student will answer several multiple choice questions which deal with completing an application blank.	Succeeding in the World of Work, McKnight Publishing Company Individualized Related Instruction for Entering the World of Work, McKnight Publishing Company, p. 35 Applications and Forms Series, Interpretive Education
8. The student will describe the sections found on most application blanks: personal, educational, health record, employment record, and personal reference.	1. Obtain several application blanks from local companies or use the sample application in the back of My Job Application File. Locate section. 2. For a small group activity several students could prepare a bulletin board to look like an application blank and label the major parts. 3. After students are basically familiar with the most common sections, the teacher could prepare an "Application Section Bingo"game. Students would receive cards with the various sections of the application blank at the top. The teacher would call off a question which could appear on the blank. Student puts an x in the appropriate section in which that question would appear.	The student will match the application section headings with their appropriate explanations.	Applications from local companies My Job Application File, Janus Book Publishers Materials for a bulletin board Materials for bingo game

Objective	Activities	Evaluation	Resources
9. The student will define the terms and abbreviations commonly found on the Personal Data section of an application blank.	1. Show filmstrip 2 from Applications and Forms Series which goes over in detail the questions found on the personal data section. Have students recall terms which were included in the section. 2. Students may complete a teacher-prepared word search using terms from the Personal Data Section. 3. Each student may compile a list of abbreviations found on the personal data section of several application blanks. (May use applications from local companies or those found in My Job Application File. A complete listing should be placed on board and students may determine what each abbreviation stands for. 4. Have students individually complete the activity on page 17 of Help Yourself to a Job, Part I. Students are to define and use in a sentence common words found on the personal data section of an application blank.	The student will supply a simple definition for terms and abbreviations commonly found on the Personal Data section of the application.	Applications and Forms Series, Interpretive Education Teacher-prepared word puzzle Application blanks from local companies My Job Application File, Janus Book Publishers Help Yourself to a Job, Part I, p. 17

Objective	Activities	Evaluation	Resources
10. The student will accurately complete a Personal Data Section of an application blank.	1. Using an overhead transparency of a personal data section, the teacher may call upon students to explain what various questions mean. 2. After completing the activities on page 17 of Help Yourself to a Job, Part I, students may complete the Personal Data section on the next page. 3. Have students complete the top section of the Personal Data card found in the back of My Job Application File. This card can be removed and kept in a student's wallet for future reference.	Using an application blank from a local company (or an application blank found in the back of My Job Application File) the student will accurately complete the Personal Data section.	Overhead transparency Help Yourself to a Job, Part I, Finney, P. 18 My Job Application File, Janus Book Publishers
11. The student will define the terms and abbreviations commonly found on the Educational section of the application blank.	1. Show filmstrip 3 from Applications and Forms Series which goes over in detail the questions found on the Educational section. Have student take note of the terms included in the section. 2. Using an overhead transparency of the Educational section of the application blank, have students take turns explaining the terms for the section.	The student will supply a simple definition for terms and abbreviations commonly found on the Educational section of the application.	Applications and Forms Series, Interpretive Education Overhead transparency

Objective	Activities	Evaluation	Resources
12. The student will accurately complete the Educational Data section of an application blank.	1. Have students find out when they attended various schools as well as determine the names and addresses for each school. 2. Have students complete the Educational Record section on pp. 8-9 of My Job Application File. 3. Students may practice completing the Educational Record of actual company applications in the back of My Job Application File.	The student will accurately complete an Educational section of an application blank either from a local company or My Job Application File.	My Job Application File, Janus Book Publishers Company application blanks
13. The student will define the terms and abbreviations commonly found on the Health Record section of an application blank.	1. Have students complete a teacher-prepared word search or crossword puzzle using terms and abbreviations commonly found on the health record section of an application blank. 2. Discuss that some application blanks include questions about health on the Personal Data section. Students may review filmstrip 3 from the Applications and Forms Series to take note of health-related questions.	The student will match terms and abbreviations from the Health Record section with their correct definition or explanation.	Teacher-prepared word search or crossword puzzle Applications and Forms Series, Interpretive Education

Objective	Activities	Evaluation	Resources
14. The student will accurately complete the Health Record section of an application blank.	1. Students may individually complete the Health Record on page 13 of My Job Application File, and, if possible, keep it for future use. 2. Using an overhead projector, the students will take turns explaining the meaning of each term and discuss how it could be answered. 3. Discuss how one should answer certain questions about physical disability if the question applies. 4. Distribute several company applications to the class and have students complete the Health Record section.	The student will accurately complete a Health Record section of an application blank from a local company or from an application found in My Job Application File.	Overhead transparency and projector Application blanks My Job Application File, Janus Book Publisher, p.13
15. The student will define the terms and abbreviations commonly found on the Employment Record section of an application blank.	1. Have students find the meaning and use in a sentence the words listed on page 21 of Help Yourself to a Job, Part I. 2. Using an application found in My Job Application File, the teacher may explain the various terms and questions found in the Employment Record section of an application blank.	The student will correctly answer several multiple choice questions dealing with the terms and abbreviations commonly found on the Employment Record section of an application blank.	Help Yourself to a Job, Part I, p. 21. My Job Application File Janus Book Publishers

Objective	Activities	Evaluation	Resources
16. The student will accurately complete an Employment Record section of an application blank.	1. Have student read p. 16 of My Job Application File in which various types of work experience are discussed. 2. Have students record all their past experience on page 17 of My Job Application File. 3. Students may also complete the wallet size Personal Data Form on the Employment section of the back cover of My Job Application File. (This form may be kept in the student's wallet for future reference).	Given an application blank from a local company (or using an application from My Job Application File), the student will complete the Employment Record section accurately.	My Job Application File, Janus Book Publishers
17. The student will obtain 3 references whom he/she could consider using for future job applications and complete the reference section of a job application.	1. The student may read about references: what is a reference, whom would be considered a good reference, and how to obtain references in My Job Application File. 2. Show filmstrip #4 from the Applications and Forms Series which covers in detail the reference section. 3. Students may compile a composite list of the types of people that would be considered good references. 4. Each student should obtain 3 references he/she would be able to use in the future by actually contacting them. The student should remember to get: the correct spelling of the names, the correct addresses, telephone numbers, and titles. This information may be placed on the wallet sized Personal Data card found on the back cover of My Job Application File.	The student will obtain 3 references and complete the reference section of a job application blank.	My Job Application File, Janus Book Publishers Applications and Forms Series, Interpretive Education

Objective	Activities	Evaluation	Resources
18. The student will explain what the purpose of the job résumé and describe the information which should be included.	1. Show the filmstrip on job resumes from You and Your Job. 2. Students may read an explanation of resumés and practice completing the one on p. 21 of Your Job and Your Future, Book I. 3. Students may look at a sample résumé form and practice completing the blanks on pp. 120-121 of Occupational Essentials: Skills and Attitudes for Employment. 4. Class discussion of personal data sheets as another name for resume. Students may look at the sample on p. 39 of Individualized Related Instruction for Entering the World of Work.	The student will complete several multiple choice questions dealing with the job résumé.	You and Your Job, Coronet Your Job and Your Future, Book I, McGraw Hill/ Webster Division, p. 21 Occupational Essentials: Skills and Attitides for Employment, h.c. Johnson Press, pp. 120-121 Individualized Related Instruction for Entering the World of Work, McKnight Publishing Co., p. 39.
19. The student will write a brief job résumé.	1. Have students collect all the necessary information to be included in a job resume (As a guide, they may use the workbooks used for the previous objective). 2. Have student write a résumé. A bulletin board of everyone's resume could be made.	The student will complete a brief job résumé.	Your Job and Your Future, Book I, McGraw Hill/ Webster Division, p. 21. Occupational Essentials: Skills and Attitudes for Employment, h.c. Johnson Press, pp. 120-121 Individualized Related Instruction for Entering the World of Work, McKnight Publishing Company, p. 39

Objective	Activities	Evaluation	Resources
20. The student will explain the purpose of and accurately complete other work-related forms.	1. Have students review the list of forms they completed for Objective 1. Follow by discussing the purpose of each form. 2. Have students attempt to find as many of these work-related forms as possible (certain students may be assigned certain forms). 3. Each student may compile a scrapbook of job applications and other work-related forms. 4. Have students review filmstrip 5 from Applications and Forms Series which explains the purpose of the work permit and Social Security application. 5. Student may read about how to apply for a Social Security number and answer corresponding questions in Help Yourself to a Job, Part II, pp. 51-56. May also look at p. 21 of The Jobs You Get. 6. Have student read the short story on work permits on p. 22 of The Jobs You Get. 7. Invite the work study coordinator to speak to the class about the various forms students will need to complete for entering the world of work. 8. Discuss Emergency Procedure cards - what are they?	The student will complete several multiple choice and open-ended questions dealing with work-related forms.	Materials for a scrapbook Applications and Forms Series, Interpretive Education Help Yourself to a Job, Part II, PP. 51-56 The Jobs You Get, pp.21-22 Follett Publishing Co. Speaker

Name _____
Grade _____
Date _____

Applications and Forms
Evaluation Exercise

1. Before you get a job, there are several forms you may be required to fill out. Name 3:
   1.
   2.
   3.

2. Circle the last letter of the word below which is an animal:
   A. dog
   B. house
   C. farm
   D. rock

3. Put an x in the square in front of the word which does not mean happy.
   A. ☐ gay
   B. ☐ cheerful
   C. ☐ sad
   D. ☐ glad

4. Put a line through the next to last word in the list below:
   A. book
   B. cat
   C. stone
   D. fish
   E. school
   F. jeep

5. Circle the letter of the correct response:
   When writing a letter of application for a job, you should
   A. make your letter long and include as much information as you can.
   B. only state that you wish to apply for the job.
   C. keep the letter short but tell enough about yourself to interest the employer.

6. Circle the letter of the best response:
   When should you write a letter of application?
   A. to get information about a job
   B. if a help wanted ad asks you to write a letter of application
   C. when you wish to ask for a personal interview
   D. if you have no job experience
   E. A, B, and C

7. When writing a letter of application you should: (Circle the letter of <u>all</u> the correct responses)
   A. use lined paper.
   B. write on only one side of the page.
   C. state the job for which you are applying.
   D. explain why you have no work experience.
   E. include a phone number and address where you may be reached.
   F. put your own address at the bottom of the page.

8. What is the purpose of a job application? (Circle the letter of the best response)
   A. to provide the company with a record of your history and experience
   B. to see how well you can follow instructions
   C. to see how neat and accurate you are
   D. all of the above

9. Circle the letter of the best response:
   When filling out an application form, you should
   A. use ink or type.
   B. use pencil in case you make a mistake.
   C. use whatever you want - it doesn't make any difference.

10. Circle the letter of the best response:
    If a question does not apply to you, you should
    A. leave it blank.
    B. answer it anyway.
    C. draw a line through the space.
    D. any of the above.

11. Circle the letter of the best response:
    When it asks on the application, "Which job are your applying for?", you should
    A. name the job you are interested in.
    B. write "anything" or "any job".
    C. write "I'll take anything".
    D. leave it blank.

12. Circle the letter of the best response:
    When you sign your name on the application form, you should
    A. use your nickname.
    B. use your correct full name.
    C. only put your last name.

13. On an application blank, there are several major sections. In the left hand column below, you see the various sections. Match each section with its correct explanation from the right hand column:

Personal ___	A. Includes questions on what school subjects you took and what schools you attended.
Health Record ___	B. Includes questions on your health and physical condition.
Employment Record ___	C. Asks you to list all past jobs you have held.
Personal Reference ___	D. Asks you to give names, addresses and phone numbers of people who can be asked about you.
Educational ___	E. Includes questions about you - your appearance, age, address, etc.

14. On application blanks, you will find many abbreviations. Match each abbreviation with the correct word in the opposite column:

no. ___	A. month
yrs. ___	B. social security
approx. ___	C. hour
mo. ___	D. feet
soc. sec. ___	E. company
hr. ___	F. week
wk. ___	G. telephone
tel. ___	H. number
ft. ___	I. years
in. ___	J. approximate
co. ___	K. inches

15. Below are some common words found on application forms. Each word in the first column goes with a meaning in the second. After each word, write the number of its meaning:

bonded ___	1. somethings that doesn't work well
career goals ___	2. draft board number
dependents ___	3. single, married, separated, divorced, etc.
employer ___	4. insured - the insurance company pays the boss if an employee steals from him or her
felony ___	
handicap ___	5. jobs you'd like to aim for some day
qualifications ___	6. your written description of yourself
resumé ___	7. description of your past jobs
selective service classification___	8. things you like to do for fun
work history ___	9. the boss, you work for him
marital status ___	10. a person who relies on another for support
hobbies ____	11. a serious crime
	12. qualities and skills you have

16. Circle the letter of the best response:
When you fill out a job application, you are asked to list references. A good reference would be:
A. your uncle
B. your parents
C. your teacher
D. your good friend
E. all of the above

17. Circle the correct response:
A job (description / resume' / folder) is a summary of the important facts about you.

18. Name 3 things you should include on your job resume'.
1.
2.
3.

19. Where may you go to get an application for a social security card?

20. How many social security numbers can you have? (Circle the letter of the correct response)
    A. one
    B. it depends on how many jobs you get
    C. no more than two at one time

21. When do you need a social security card? (Circle the letter of the correct response)
    A. as soon as you turn 16
    B. when you get your first job
    C. as soon as you get your driver's license
    D. any of the above, which ever happens first

22. If you are in school and wish to start work, you will have to get a special form from your school. What form is that?

23. On the next page is an application for the Cozy Cafe'. The Cozy Cafe' is a small restaurant which sells sandwiches, coffee, soda, and donuts. You wish to apply for a job there. Fill out the application form as best you can.

COZY CAFE

SAMPLE COPY

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ AGE _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____ HOW LONG THERE? _____
NO. & STREET CITY STATE

PREVIOUS ADDRESS _____ HOW LONG THERE? _____
NO. & STREET CITY STATE

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____ DATE OF BIRTH _____ HEIGHT _____

WEIGHT _____ MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____ CITIZEN OF U. S. A.? _____

NO. OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ REFERRED BY _____

EDUCATION

NAME AND ADDRESS OF LAST SCHOOL ATTENDED _____ DATES _____

CIRCLE LAST YEAR COMPLETED — GRADE 5 6 7 8 HIGH SCHOOL 1 2 3 4 OTHER 1 2 3 4

SPECIAL TRAINING AND SKILLS _____

MILITARY

BRANCH _____ FROM _____ TO _____ RANK _____ TYPE DISCHARGE _____ DRAFT CLASS _____

FORMER EMPLOYERS

LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

EVER DISCHARGED FROM A JOB? _____ MAY WE CALL PRESENT EMPLOYER? _____ EVER BONDED? _____

EVER REFUSED BOND? _____ EVER APPLY OR WORK AT Cozy Cafe BEFORE? _____ WHERE? _____ WHEN? _____

EVER ARRESTED? _____ IF SO, PLEASE EXPLAIN _____

DO YOU HAVE ANY OVERDUE BILLS? _____ IF SO, PLEASE EXPLAIN _____

PHYSICAL RECORD

HAVE YOU ANY DEFECTS IN HEARING? _____ IN VISION? _____ IN SPEECH? _____

ANY OTHER PHYSICAL DEFECTS? _____

WERE YOU EVER INJURED? _____ GIVE DETAILS _____

IN CASE OF EMERGENCY NOTIFY _____ _____ _____
NAME ADDRESS PHONE NO.

REFERENCES GIVE BELOW THE NAMES OF THREE PERSONS, EXCLUDING RELATIVES AND FORMER EMPLOYERS, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

APPLICANT'S AVAILABILITY

PART TIME ☐ FULL TIME ☐

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
DAY							
NITE							

HOURS ON OTHER JOB (IF APPLICABLE)

AS A CONDITION OF MY APPLICATION AND/OR EMPLOYMENT, I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS JUST CAUSE FOR DISMISSAL. IF HIRED, I AGREE TO FOLLOW THE RULES AND REGULATIONS OF HEALTH AND LEGAL AUTHORITIES AND SUCH RULES AND REGULATIONS THAT McDONALD'S SYSTEM, INC., OR ANY OF ITS LICENSEES MAY FROM TIME TO TIME PRESCRIBE, INCLUDING, IF NOT PROHIBITED BY LAW, LIE DETECTOR TESTS. MY REFUSAL TO COOPERATE WILL BE JUST CAUSE FOR DISMISSAL.

DATE _____ SIGNATURE _____

DO NOT WRITE BELOW THIS LINE

EMPLOYEE RECORD

NEW HIRE ☐ REHIRE ☐ WILL REPORT _____ HIRED BY _____ (SIGNATURE—POSITION)

IF REHIRE, GIVE DATE OF LAST TERMINATION _____

REMARKS _____

RATE CHANGES DATE	NEW RATE
	$

TERMINATION

DATE _____ QUIT ☐ REASON: MIL. TRANSFER ☐ FAMILY RELOCATION ☐ DISSAT. ☐ RETURN SCHOOL ☐ OTHER ☐

PERFORMANCE SUMMARY

	EXC.	GOOD	FAIR	POOR
ATTENDANCE				
COMPATABILITY				
QUALITY OF WORK				
HONESTY				
INITIATIVE				
APPEARANCE				

ADEQUATE NOTICE GIVEN? YES ☐ NO ☐

DISCHARGED ☐ ELIGIBLE FOR REHIRE? YES ☐ NO ☐

LEAVE OF ABSENCE ☐ LAYOFF ☐ (CONSIDER REHIRE ON RETURN FROM LEAVE OR LAYOFF)

REMARKS (EXPLAIN TERMINATION FULLY) _____

_____ (SIGNATURE—POSITION)

Interviewing

Interviewing

General Objective: By the completion of the unit, the student will identify those procedures necessary for preparing for the interview, possess essential interview skills, and be aware of effective follow-up procedures to the interview.

Rationale: Handicapped students characteristically have problems with grooming, dressing appropriately, communicating effectively, and displaying appropriate behavior. The student's success in an interview situation and ultimately his/her chance for employment are highly dependent upon these factors. This unit will provide suggestions for activities and resources which will prepare the students for effectively presenting themselves to an employer in an interview situation.

Objective	Activities	Evaluation	Resources
1. The student will define the terms commonly associated with the interview process.	1. Teacher may put a list on the board of terms which are related to the interview process. Then, show a filmstrip to the class which describes the basics of the interview process and have them take note of how each term is used. 2. Students may refer to dictionaries for clarification of terms. 3. Students may complete a teacher-made crossword puzzle which encompasses the words listed from the students. Students may work on the puzzle individually or in small groups. 4. Group listening to tape #3 of The World of Work, Part II, "Words You Must Learn."	The student will complete a teacher-prepared exercise in which he/she matches terms commonly associated with the interview process with their correct definitions.	"The Job Interview," Finding Your Job Series, Eye Gate House Dictionaries Teacher-prepared crossword puzzle "Words You Must Learn," The World of Work, Part II, Educational Design, Inc.

Objective	Activities	Evaluation	Resources
2. The student will explain the purpose of the job interview.	1. Have a class discussion in which students are encouraged to discuss their interview experiences. Have them discuss what they saw as the purpose of the interview. If no students have had an actual interview experience, have them discuss what they think would be the purpose. 2. Show a filmstrip which points out the purpose of the job interview. (Preparing for an Interview or "The Job Interview" from Finding Your Job Series.) Follow by having students discuss what they feel is the purpose of the job interview. 3. Students may read p. 37 of How to Get a Job and Keep It, in which the purpose of the job interview is explained. 4. Invite a speaker from the personnel office of a familiar local company. Ask him/her to discuss the purpose of the interview as well as additional points of consideration.	The student will complete a multiple choice question dealing with the purpose of a job interview.	Preparing for an Interview, J.C. Penney Co., Inc. "The Job Interview," Finding Your Job Series, Eye Gate House How to Get a Job and Keep It, Steck Vaughn, p. 37 Speaker

Objective	Activities	Evaluation	Resources
3. The student will describe the procedures for arranging for an interview.	1. Group listening to tape #1, "Contacting Job Interviews," World of Work II, which describes the most effective procedures for arranging for an interview. 2. Have students pair up and role play the calling and arranging for a job interview. If possible, videotape each role playing situation so that students may get feedback on their approach. 3. Have students read p. 16 of Looking for a Job and complete the accompanying activities. 4. Each student should write a letter of application for arranging a job interview. The letter may be written in response to a Help Wanted ad which the student brought in from home.	The student will list or describe 2 methods for arranging for an interview.	"Contacting Job Interviews" World of Work II, Educational Design, Inc. Videotaping equipment Looking for a Job, Follett Publishing Co, p. 16 Help Wanted Ads, Newspaper

Objective	Activities	Evaluation	Resources
4. The student will identify good grooming procedures and the appropriate attire for the job interview.	1. The teacher or several able readers may read orally to the class pp. 35-38 of Your Attitude is Changing, in which is told the story of two boys who go on the same job interview. One of the boys is neat and carefully dressed, the other sloppy. Discuss the different impressions these young men will make. 2. A group of female students may view the filmstrip from Looking Great on a Shoe-String Series which offer young women many suggestions for improving their appearance. 3. The entire class may view filmstrip III of Finding a Job Series which covers the basics of good personal appearance. 4. Have students complete a checklist on page 127 of Occupational Essentials: Skills and Attitudes for Employment in which they are to evaluate their dress and grooming. 5. Invite a personnel worker to speak to the class about the impression good grooming makes on the interviewer. 6. Two students may role play an interview using the script from Interview #5 or Interview #10 of My Job Interview Guide. The other students should take note of the grooming and attire of the applicants in the text. Follow by discussing the probable impressions these young men will make. (Cont'd on next page)	Given a teacher-prepared list of descriptive grooming terms, the students will select those which are appropriate for the job interview.	Your Attitute is Changing, Science Research Associates, pp. 35-38. Looking Great on a Shoe-string Series, Eye Gate House Finding a Job Series, Interpretive Education Occupational Essentials; Skills and Attitudes for Employment, h. c. Johnson Press, p. 127 Speaker My Job Interview Guide, Janus Book Publishers Field trips Materials for bulletin board

Objective	Activities	Evaluation	Resources
4. (Cont'd)	7. Take field trips to a nearby industry, to take note of the attire for the variety of jobs. Follow by discussing that an applicant dresses according to the type of job for which he/she is applying. 8. A group of students may prepare a bulletin board which contrasts "How to Look for a Job Interview" with "How Not to Look for a Job Interview."		
5. The student will describe the preparations one should take prior to going on the job interview, including the items to take along.	1. Students may read independently p. 12 of My Job Interview Guide, which talks about preparation for the interview. Follow by having an able reader read orally p. 125 of Occupational Essentials: Skills and Attitudes for Employment, which contains a list of preparations one must make before the interview. 2. Show the transparencies from Knowledge Needed to Obtain Work which points out the preparations to make and items to take along. 3. Entire class viewing of the filmstrip Your Job Interview, Part I, which covers the pre-interview preparations each job seeker should make. 4. Class discussion: "How would one find out about a company prior to going on the interview?" Students may actually write to obtain information brochures for companies in which they are interested.	The student will complete a multiple choice question about preparations to make prior to going on the interview and list at least 2 items to take along.	My Job Interview Guide, Janus Book Publishers, p. 12 Occupational Essentials: Skills and Attitudes for Employment, h. c. Johnson Press, Inc. p. 125 Knowledge Needed to Obtain Work, Science Research Associates Your Job Interview, Part I, Guidance Associates

Objective	Activities	Evaluation	Resources
6. The student will describe the general process that takes place in a typical interview situation.	1. Show the 16 mm. film, I Want to Work for Your Company which presents the experience of a young boy going on his first job interview. Following that, prepare a list on the board of the various actions which took place. 2. Invite a former work study student (or current student who has been on a job interview) to speak to the class about what went on in the interview. 3. Have students view, either individually or in small groups, a filmstrip which provides a general description of the interview process. (Finding Your Job or Finding a Job Series). 4. Role play an interview situation. The teacher may play the part of the interviewer and point out the various components of the interview process (opening introduction, information gathering, information giving, and closing). 5. Review some of the interviews in My Job Interview Guide and have students take note of the general process.	The student will place in order events which would most likely occur during a typical interview.	I Want to Work for Your Company, Sandler Institutional Films Speaker Finding Your Job, Eye Gate House Finding a Job Series, Interpretive Education My Job Interview Guide, Janus Book Publishers

Objective	Activities	Evaluation	Resources
7. The student will discuss the purpose of employment tests and give examples of some that are commonly used.	1. Show the filmstrip "Tests and Testing" from How to Get That Job which explains the purpose of employment tests and gives examples of questions which might occur on a typical test. 2. Invite the guidance counselor, work study coordinator, or D.V.R. counselor to speak to the class about employment tests that are frequently given. (If possible, have students see samples of tests). 3. Students may look at and work individually on an arithmetic test on pp. 35-37 of Working With Others. 4. Students may read about taking vocational tests on p. 47 of How to Get a Job and Keep It.	The student will complete a multiple choice question which deals with the purpose of employment tests and list or describe two types of employment tests.	How to Get That Job, Bowmar Speakers Working With Others, Steck Vaughn, pp. 35-37 How to Get a Job and Keep It, Steck Vaughn, p. 47.

Objective	Activities	Evaluation	Resources
8. The student will prepare a list of possible questions he/she will be asked by the interviewer.	1. Brainstorm: What kinds of questions do you think an employer will ask you in an interview? Prepare a list on the board. 2. Students may work in small groups to prepare lists of questions which might be asked. (Students may use as resources Working With Others, pp. 34 & 35, Occupational Essentials: Skills and Attitudes for Employment, p. 136, and A Job For You, p. 50, How To Get a Job and Keep It, pp. 41-43, and Help Yourself to a Job, pp. 31 & 32. 3. Show various filmstrips which present an interview situation. Have students write down any questions that are asked by the interviewer. (Could also be done in small groups).	The student will submit a list of 5 questions that an employer will most likely ask during the interview.	Working with Others, Steck Vaughn, pp. 34 & 35 Occupational Essentials: Skills and Attitudes for Employment, h.c. Johnson Press, p. 136 A Job for You, Steck-Vaughn, p. 50 How to Get a Job and Keep It, Steck-Vaughn, pp. 41-43 Finding a Job Series, Interpretive Education Finding and Getting a Job, Society for Visual Education Help Yourself to a Job, Finney Company, pp. 31-32 Finding Your Job Series, Eye Gate House How to Get That Job, Bowmar Your Job Interview, Guidance Associates

Objective	Activities	Evaluation	Resources
9. The student will discuss possible responses to questions one might be asked by the interviewer and demonstrate awareness of appropriate attitudes and behavior for the interview.	1. Have students take turns reading orally about tips on making a good impression and pointers in answering questions in How to Get a Job and Keep It. 2. Have students individually complete the workbook activity on p. 17 of Changing a Job or pp. 31,32 of Help Yourself to a Job, Part I, in which students are to answer questions which might be asked during a job interview. 3. As a review, show filmstrips which depict the interview process but have students focus on the type of responses given to questions, as well as the manner in which questions are to be answered.	The student will complete an evaluation exercise on pp. 44-45 of How to Get a Job and Keep It in which student must select the correct response to questions asked by the interviewer. (Or the student may answer several teacher-prepared multiple choice questions which deal with responses to interviewer's questions).	How to Get a Job and Keep It, Steck-Vaughn, pp. 37, 41, 44-45 Changing a Job, Follett Publishing Co., p. 17 Help Yourself to a Job, Part I, pp. 31-32 Your Job Interview, Part II, Guidance Associates Finding a Job Series, Interpretive Education How to Get That Job, Bowmar

Objective	Activities	Evaluation	Resources
10. The student will list or describe the qualities an interviewer will most likely look for in a future employee.	1. Brainstorm: "If you were a boss, what kind of employee would you look for?" 2. Show the filmstrip, "What the Employer Wants" from How to Get That Job and discuss the qualities mentioned in the filmstrip. 3. Divide the class into small groups. Each group is to pick a particular occupation that interests them and then prepare a list of qualities they would look for in an applicant for that job. 4. Oral reading by a capable reader of p. 129 in Occupational Essentials: Skills and Attitudes for Employment which describes what employers look for during a job interview. 5. Small group project in which students prepare a bulletin board of "What the Employer Wants." Make sure students include qualities mentioned in class, filmstrips, and workbooks. 6. The teacher may read orally pp. 35 & 38 of Your Attitude is Changing. The story of 2 boys is presented: Both go for an interview at the same time. Have students decide whom they think will get the job and why. 7. Class discussion of the importance of school records to possible employers. (Include such topics as attendance record, record of honesty, school conduct, grades, participation in school activities, etc.). Follow by discussing the 3 examples of applicants on p. 46 of Your Attitude is Changing.	Given a list of qualities and characteristics, the student will select those which an employer would most likely desire in an employee.	How to Get That Job, Bowmar. Occupational Essentials: Skills and Attitudes for Employment, h.c. Johnson Press, p. 129 Materials for bulletin board Your Attitude is Changing, pp, 34 & 35, p. 46 Science Research Associates

Objective	Activities	Evaluation	Resources
11. The student will evaluate a given interview in terms of strengths and weaknesses of the job applicant's performance.	1. Class discussion: "What are some reasons that people fail to get jobs?" Prepare a list on the blackboard. 2. Have students look at some interview rating sheet examples on p. 39 of Changing a Job, or My Job Interview Guide. Discuss the various qualities and what they mean. 3. Several pairs of students may take turns role-playing interviews using the scripts from My Job Interview Guide. The remainder of the class should evaluate each interview using the evaluation sheet at the end of each interview. 4. Have students individually complete the exercise on pp. 38-39 of Looking for a Job, entitled "Whom Would You Hire?" Several interview situations are presented and descriptions of job applicants are given. Students are to decide whom they would hire.	Given a description of an interview process, the student will list at least 3 strengths of the interview and at least 3 weaknesses.	Changing a Job, Follett Publishing Company, p. 39 My Job Interview Guide, Janus Book Publishers Looking for a Job, Follett Publishing Company, pp. 38-39

Objective	Activities	Evaluation	Resources
12. The student will describe interview follow-up procedures a job applicant should take.	1. Show the overhead transparencies from Knowledge Needed to Obtain Work which describes how to make telephone calls, write letters, or make personal visits. 2. Have students read about actions to take after the interview in Occupational Essentials: Skills and Attitudes for Employment. Using the example of a Thank You Note, have students practice writing a Thank You Note for a fictitious job interview. 3. Have students role play a post-interview situation. (Have students cover the following: Tell you are very much interested, Ask if you may call and when, Tell where you can be reached). 4. Students may read about follow-up procedures in A Job for You. A small group of students could prepare a wall chart of suggestions for follow-up procedures.	Given a list of procedures, the student will identify those procedures which are appropriate to follow after the interview.	Knowledge Needed to Work, SRA Occupational Essentials: Skills and Attitudes for Employment, h.c. Johnson Press, p. 143 A Job for You, Steck-Vaughn, pp. 50-60

Objective	Activities	Evaluation	Resources
13. The student will describe the actions one should take if offered a new job.	1. Class discussion of "How do you decide whether to take a job?" Use the checklist on pp. 4 and 5 of the February '77 issue of Career World which is designed to help one decide whether to take a job. 2. Brainstorm: "If you decide to take a job, what must you remember to do?" Include the following: Determine the date, time, location, and to whom you are to report. If you are working, give present employer plenty of notice. Notify other employers whose offers you will not accept. 3. Discuss "What should you do if you are not offered the job?" Try to elicit responses such as: Ask to keep your name on file, ask to be referred to another company, etc. 4. Discuss the possibility of being fired after you give notice.	The student will list two actions one should take if offered a new job.	Career World, Curriculum Innovations, Feb. '77, pp. 4 and 5

Name _____
Grade _____
Date _____

Interviewing: Evaluation Exercise

1. Match these words with their definitions:

resume' ___	A. A person in charge of hiring new employees
work experience ___	B. Your past jobs
references ___	C. One employed to greet people for a company
interview ___	D. People who can describe your qualifications and experiences
interests ___	E. A communication between an applicant and a company representative
personnel director ___	F. A short description of one's work history and qualifications
receptionist ___	G. Things you like to do
abilities ___	H. Things you can do well

2. (Circle the best response):
   The job interview is important because:
   A. The employer or interviewer gets a chance to meet you
   B. You can find out about the job
   C. You can tell about your skills and experiences
   D. A & C
   E. All of the above

3. Which of the following statements is true? (Circle the best response):
   A. The only purpose of the job interview is for the boss to learn about you.
   B. The main purpose of the job interview is for you to learn about the job.
   C. The purpose of the job interview is for the boss to learn about you and for you to learn about the job.

4. You wish to arrange for a job interview with a company. Name 2 ways you could do this:
   1.

   2.

5. List 2 things you should take with you to a job interview:
   1.

   2.

6. Which of the following statements is true about the clothing you should wear for a job interview? (Circle the best response):
   1. The type of clothing you will wear for an interview depends upon the type of job for which you are applying.
   2. No matter what job you are applying for - wear your very best.
   3. What you wear for the interview is not important - the employer only cares about your ability to work.
   4. Select clothes that are "in". It's important to show that you're "with it".

7. Which of the following grooming procedures should be followed for someone going on the job interview? Put a check mark in front of those which are correct:
   _____Take a bath before dressing
   _____Wear lots of facial make-up
   _____Have lots of cigarettes and gum with you to use during the interview - they often help calm you
   _____Wear your very best outfit - even if you're applying for a construction job
   _____Wear white gym socks as long as they're clean
   _____Have your hair neat and clean
   _____Clean and trim your fingernails

8. Which of the following statements is correct? (Circle the best response)
   A. Take a friend along with you for moral support.
   B. Find out something about the company before the interview.
   C. Check or confirm the date, time and place of the interview.
   D. All of the above
   E. B and C only

9. Put the following events in the order they would <u>most likely</u> occur during a typical interview. (Number from 1 - 6)
   _____You thank the interviewer for seeing you.
   _____If not mentioned, you ask about the salary.
   _____The interviewer greets you and asks you to sit down.
   _____The interviewer asks you questions about you - your work history, interests, etc.
   _____You ask the interviewer about the company or job.
   _____The interviewer indicates that the interview is over.

10. Circle the best response:
    When you apply for a job, you may be given an employment test. The purpose of these tests is:
    A. to see how well you follow directions.
    B. to see how much you know about the company.
    C. to see what kinds of things you're good at.
    D. all of the above
    E. A and C

11. Name or describe 2 types of employment tests anyone might be asked to take.
    1.

    2.

12. List 3 questions that will most likely be asked of you in an interview.
    1.
    2.
    3.

13. Which of the following topics would you bring up during an interview? (Circle <u>all</u> which you would)
    A. Your education
    B. Your family problems
    C. Your skills and interests
    D. You think your last boss was a real loser
    E. Why you want to work for their company
    F. You want the job desperately because you've got two loans to pay off.

14. The following are some questions that an interviewer might ask you. Select the response you think would be best to give.
"What job or position are you applying for?"
A. "What job have you got"?
B. "Oh, I can do anything. Just give me a chance."
C. "I'm applying for the custodian's job. I understand you have an opening."

15. "How did you get along with your past employer?"
A. "My employer was impossible to work for. That's why I quit."
B. "I got along fine with my employer, but I needed more money than the company could pay me."
C. "My boss kept nagging at me - I'd go back there anytime if it weren't for her."

16. Do you know anything about the company?"
A. "No, I thought you might be able to tell me a few things."
B. "Yes, I talked with a few people I know who work here."
C. "No, I need the money badly, so I'll work here no matter what you want me to do."

17. Name 5 qualities or characteristics that an employer would look for if he/she were going to hire someone:
1.

2.

3.

4.

5.

18. The following interview situation took place. Tell 3 good things the applicant did and 3 bad things:
Beth had an 8:30 appointment for an interview as a salesclerk in a department store. She made sure that she was clean, neat and well dressed because she wanted to make a good appearance. She remembered to take along all the papers she needed as well as a pencil and paper. She was very nervous, and asked her mother to go along with her. They arrived at the company at 7:45 and had to wait outside until someone unlocked the doors. Because she had to wait a half hour for the appointment she decided to smoke a few cigarettes. Finally, the interviewer said he was ready to see her. She stood until the interviewer asked her to sit down.
What 3 good things did she do?
1.

2.

3.

What 3 bad or incorrect things did she do?

1.

2.

3.

19. You just finished your interview and the person who interviewed you said he would let you know whether you get the job or not. Which of the following should you <u>not</u> do?
A. Write a note to the interviewer thanking him for seeing you.
B. Leave your address and phone number where you may be reached.
C. Call back every day to show you are interested.
D. Leave promptly when the interview is over.

20. You are currently working for a company, but feel you are being underpaid. You've gone for several job interviews and finally, you are offered a job today. Name two things you should do if you decide to take the job.
1.

2.

Career Clusters

Career Clusters

Long Term Goal: The student will become familiar with the wide variety of jobs that exist within the community. They will explore jobs by use of the career cluster approach as organized by the U.S. Office of Education, and become familiar with the educational requirements, necessary training, job conditions and duties, salary and ouclook for the future for specific jobs within each cluster.

Rationale: In general, handicapped students have a very limited knowledge of employment possibilities that exist. They frequently accept the first job offer made available to them without exploring other possibilities that might be more suited to their particular personalities, capabilities and values. In this unit, students will investigate the employment possibilities that do exist so that they may begin to make plans for pursuing a career area in which they may find success and satisfaction.

Objective	Activities	Evaluation	Resources
1. The student will define the word "work."	1. The teacher may show cards #5, #6, and #8 to the class of Career Development: Education for Living. Discussion questions on the back are helpful in determining what is meant by "work." 2. Have a student consult the dictionary. Class may decide which of the definitions is most in line with their impression of "work." 3. Group viewing of the filmstrip, The World of Work, which gives a quick introduction to the world of work.	Given a list of activities, the student will indicate which would be considered work.	Career Development: Education for Living, J.C. Penny, Cards #5, #6, and #8 Dictionary The World of Work, Counselor Films, Inc.

Objective	Activities	Evaluation	Resources
2. The student will determine the various reasons people work: - economic - recognition - security - social (meeting others) - achievement - self-respect - experience - social value (contribution to society)	1. Teacher-led class discussion of why people work. (Good teacher resource - Succeeding in the World of Work, pp. 6-8). Teacher may explain to class why he/she works. 2. Individual reading of p. 11 in Career Education Starter Kit, which points out the various reasons people work. (May also read p. 5 of Help Yourself to a Job, Part I). 3. Students may interview personnel throughout the school to determine why they work. Have them report their findings to class. 4. Invite guest speakers from the community to discuss the reasons they work (e.g., minister, police officer, factory worker, parents). 5. Group activity in which students prepare a wall chart or bulletin board depicting the variety of reasons people work.	The student will list 4 reasons why people work.	Succeeding in the World of Work, McKnight Publishing Company, pp.6-8 Career Education Starter Kit, Educational Properties, Inc., p. 11 Help Yourself to a Job, Part I, Finney Co., p. 5 Guest speakers Art materials for wall chart or bulletin board

Objective	Activities	Evaluation	Resources
3. The student will distinguish between holding a job and planning a career.	1. Class viewing of filmstrip which points out the importance of planning for your career future (You and Your Job, A Job That Goes Someplace). 2. Class discussion of: Why do some people not end up with the type of career they want? Also discuss: Is the parttime job you hold the one you wish to keep for the rest of your life? 3. Individual reading of Succeeding in the World of Work which discusses the difference between holding a job and planning a career. 4. To emphasize the importance of one's work, have students bring in obituaries from the newspaper. Point out that the summaries include a lot of emphasis about work.	Given a set of multiple choice responses, the student will select the one which best explains the difference between a job and a career.	You and Your Job, Filmstrip 6, Coronet A Job That Goes Someplace, Guidance Associates Teacher resource: Succeeding in the World of Work, McKnight Publishing Co., pp. 10-12 Newspapers

Objective	Activities	Evaluation	Resources
4. The student will explain what is meant by "job requirements": - age - personality - education - training - health	1. Brainstorming: Divide students into small groups to discuss and prepare a list of all the requirements they can think of. Follow by compiling a class list of "What skills are basic for every job?" 2. Have students bring in the Help Wanted Ads and compile a list of all the requirements mentioned or students may analyze each ad to see if they meet the requirements for any of the advertised jobs. 3. Individual or small group listening to tapes in which employees discuss the requirements for jobs they hold (A Man's Work). 4. Invite former work study students in to discuss the job requirements for jobs they hold or have held. 5. Students may complete a teacher-prepared crossword puzzle which contains various job requirements. 6. Have each student make a list of his/her own personal attributes which would satisfy job requirements.	Given several newspaper Help Wanted ads, the student will select the job requirements which are mentioned.	Help Wanted ads, Newspaper A Man's Work, Educational Development Corporation Speakers Teacher-prepared crossword puzzle

Objective	Activities	Evaluation	Resources
5. The student will discuss how sex role stereotyping should not be a factor in job selection.	1. Assign students to read and answer questions on pp. 64-71 of Career Education Starter Kit in which sex role stereotyping is discussed. 2. Class viewing of filmstrip, Non Traditional Careers for Women. Follow by asking students if they have observed anyone in a non traditional role. 3. Oral reading of designated sections of Changing Roles of Men and Women by several students. Students may complete questions prepared by teacher. 4. Invite speakers to come in and talk about their jobs: "Did they have any trouble getting or holding their job because of sex stereotypes?" (e.g., female auto mechanic or service station attendants, male nursery school teacher, male nurse, female bus driver, female volunteer fire person, female minister).	The student will complete several multiple choice questions which deal with job choice and sex role stereotyping.	Career Education Starter Kit, Educational Properties Inc., pp. 64-71 Non-Traditional Careers for Women, Pathescope Educational Films Changing Roles of Men and Women, American Guidance Service Speakers

Objective	Activities	Evaluation	Resources
6. The student will explain what is meant by "job conditions" or "working conditions," e.g., - working hours - promotions - health insurance - noise - indoor vs/ outdoor work - type of supervision - location - pay - sedentary vs/mobile	1. Have students complete the activity of p. 37 of Wanting a Job, in which the students are asked to indicate the type of working conditions most comfortable for them. 2. Group listening to the tape, "Company Rules and Company Customs" of World of Work I, and have students compile lists of the working conditions mentioned. 3. The teacher may select several filmstrips to show to the class which portray jobs with a variety of working conditions. Have students take note of the working conditions for each job. 4. Small group project to research and report on how unions have worked for the welfare of workers by fighting to improve working conditions. (Career Education Starter Kit, pp. 50-52.) 5. Have each student prepare a short paragraph describing what he/she would consider good working conditions. Or each student may prepare a poster depicting those conditions which he/she would like on a job.	Given a list of words, the student will select those which are considered "working conditions."	Wanting a Job, Follett Publishing Company, p. 37 On the Job, World of Work I, Educational Design, Inc. Exploring Careers, Society for Visual Education Counselor Films Pathescope Series Acoustifone Series Career Education Starter Kit, Educational Properties, Inc., pp. 50-52 Magazines, paper, scissors, glue

Objective	Activities	Evaluation	Resources
7. The student will explain what is meant by "job duties."	1. Have students as a group make a list of all the duties that a teacher must perform. Teacher may add to the list as necessary. 2. Assign each student to interview one worker to find out his/her job duties. 3. Arrange for as many shadow experiences as possible. Have students keep a record of job duties for at least one job observed on the shadow esperience. (For assistance in task analysis of jobs refer to Me and Jobs). 4. Show several of the film loops of the Job Opportunity Series. See which student can come up with the most complete and accurate list of job duties performed. 5. Have students visit the Vo-Tech Center. Have students analyze one job in terms of the steps and duties involved. 6. Have students who have job stations analyze job duties for their station.	The student will list 3 duties for a job with which he/she is familiar.	Me and Jobs, Educational Design, Inc. Fm loops, Encyclopaedia Britannica Shadow experiences Job stations Tour

Objective	Activities	Evaluation	Resources
8. The student will describe several jobs in terms of their "outlook for the future."	1. Ask guidance counselor to explain to the class the Occupational Outlook Handbook. (If possible, ask him/her to bring several copies to the class). 2. Have students break into small groups and identify jobs in terms of bright outlook and poor outlook, using the Occupational Outlook Handbook. 3. Have students read pp. 72-76 of the Career Education Starter Kit which talks about disappearing jobs. 4. Class discussion: What other types of jobs might be obsolete in the future? 5. Have students read a book or listen to a filmstrip which talks about careers in the leisure time industry. Have students take note of why careers in the leisure time industry are expanding. 6. Class discussion of agriculture. Have students describe the changes they have noticed in farming - what jobs have become obsolete because of the changes? Good resource - Career World, May '78.	Given a list of job titles, the student will categorize them as "poor outlook" or "good outlook."	Guidance Counselor Occupation Outlook Handbook, Public Documents Distribution Center Career Education Starter Kit, Educational Properties, Inc. pp. 72-76 Jobs in Recreation, Lothrop, Lee and Shepard Careers in the Leisure Time Industry, Pathescope Educational Films Career World, May '78, Curriculum Innovations

Objective	Activities	Evaluation	Resources
9. The student will display a general awareness of the variety of jobs available in the local and general community.	1. Use Career Flashcards to familiarize the students with job titles. (May use the cards as a teacher-directed class activity or pair students to quiz each other or divide the class into two groups for a contest. 2. Show the film The World of Work, which quickly refers to many jobs. Have students take note of the many jobs mentioned or shown in the filmstrip. 3. Compile a group list of the jobs held by the students' parents. 4. Take a field trip to the Vocational Center and have students take note of the career fields for which training is provided. 5. Game: Have students think of at least one job for each letter of the alphabet. The winner is the one with the most complete list. 6. Teacher may prepare a "job pool" which contains a piece of paper with a job title on each. Students may "fish" for a job, and try to explain as much as they know about the job they "caught." 7. Assign students to go through the comic strips and bring in those which focus on careers or workers. Could make a bulletin board of "Careers in the Comics." 8. Allow students approximately 15 minutes to browse through the career center or library and jot down all the job titles they encounter. (Could make this a contest to see which students find the most job titles).	The student will submit a list of 10 job titles.	Career Flashcards Counselor Films, Inc. The World of Work, Counselor Films, Inc. "Job pool" Newspapers, comic strips Career center or library Career Crosswords, Scholastic Book Services Your Career Selection Guide, Simon and Schuster Job-O-Dictionary, CFKR Career Materials

Objective	Activities	Evaluation	Resources
9. Cont'd	9. Students may complete career crossword puzzles from Career Crosswords. 10. The students may individually consult Your Career Selection Guide which describes briefly 110 demand occupations. 11. Have students consult the Job-O-Dictionary to gain exposure to the many jobs available.		
10. The student will explain the rationale for grouping jobs into career areas or clusters and discuss the various methods used for grouping.	1. Have students attempt to group the jobs that were submitted for the previous activity. Have each student explain how he/she grouped the jobs. 2. Invite the guidance counselor to talk about the method for grouping careers used in the Dictionary of Occupational Titles and the Kuder Interest Inventory. 3. Class discussion: "Why is it better to prepare for a career area rather than one specific job?" 4. To familiarize the students with the grouping of careers by skilled, semi-skilled, and unskilled, have the students perform the activity on pp. 7 & 8 of Help Yourself to a Job, Part II. Students may complete the questions on pp. 8 & 9. 5. Entire class viewing of the filmstrip, Selecting a Vocation, or the film, The World of Work, in which careers are broken into specific categories. 6. Teacher-led discussion of the grouping method developed by the U.S. Office of Education. (Teacher resource - Succeeding in the World of Work, pp. 13-22.	Given a multiple choice question, the student will select those responses which explain the rationale for grouping jobs with career areas or clusters.	Student's list of jobs from previous objective. Guidance Counselor Help Yourself to a Job, Part II, Finney, pp. 7-9 Selecting a Vocation, Coronet Instructional Media The World of Work, Counselor Films, Inc. Succeeding in the World of Work, McKnight Company, pp. 13-22 Occupational Cluster Posters, Houghton Mifflin Career Education Clusters, Westinghouse Learning Corporation

Objective	Activities	Evaluation	Resources
10. Cont'd	7. Have students display the wall posters which depict each of the 15 career clusters as developed by the U.S. Office of Education. 8. Class viewing of the overview filmstrip to the Career Education Cluster Series.		
11. The student will explain the general characteristics of each of the 15 Career Clusters as organized by the U.S. Office of Education.	1. Refer to each of the 15 Career Cluster posters and have students attempt to determine the characteristics common to the jobs within the cluster. Follow by distributing a handout which describes each cluster and gives examples of common jobs within each cluster. 2. Individual project in which students research and report on the general characteristics and types of jobs for each cluster. May use the books from the Exploring Careers Series and filmstrips from the Career Education Clusters. 3. Prepare a file box with dividers for clusters. Have students fill in the names of familiar jobs on 3 x 5 cards and place under the appropriate cluster. 4. Students may bring in the Help Wanted Ads from the newspaper and determine under which cluster the description falls. 5. Each student may prepare a poster depicting the jobs from one particular cluster. Display around the room.	The student will complete a matching activity which contains listings of career clusters and their general descriptions.	Occupational Cluster Posters, Houghton Mifflin Teacher-prepared handout Exploring Careers Series, Lothrop, Lee and Shepard Career Education Clusters, Westinghouse Learning Corporation File box, cards Help Wanted Ads, Newspapers Magazines, paper, scissors, glue

Objective	Activities	Evaluation	Resources
12. The student will explore the careers associated with the Agri-business and Natural Resources Cluster.	1. Each student will prepare a word search of words commonly associated with Agriculture. (The teacher may prepare the list of words to be used - review the definition). May then share with other students. 2. Invite a guest speaker from the Farm Bureau to discuss the future of Carroll County farms and the changes in farming. 3. Class reading and discussion of Career World, Sept. '75 which focuses on "Careers to Feed a Hungry World." 4. Individual or small group listening to tapes about careers in horticulture 5. Set up an Agribusiness and Natural Resources career corner which utilizes the variety of pertinent career materials. 6. Take a field trip to the Extension Service to learn of the services available. 7. Take a field trip to a nearby farm to learn about job opportunities in farming as well as other specific considerations. 8. Arrange for a student to participate in a shadow experience at a company which sells farm equipment (Farmers Supply Company). Follow by having student report his/her experience to the class. 9. Invite the horticulture instructor to talk about the variety of careers available in horticulture and the job duties and skills for each. (Cont'd on next page)	The student will complete multiple choice questions about careers in agriculture, prepare a career survey form for at least 2 jobs within the cluster, and participate in several of the suggested activities.	Teacher prepared list of words to be used in the word search Guest speaker from Farm Bureau Career World, Curriculum Innovations, Sept. '75 Careers in Horticulture, Stadia Sports Publishing Company Careers in Agriculture Vocational Education Productions Jobs in Agribusiness: Exploring Career Series Lothrop, Lee and Shepard Exploring Careers, Group 8, Society for Visual Education Career Education Clusters, Westinghouse Learning Corp. Agriculture: Looking Forward to a Career Series, Dillon Press Selected articles from Finding Your Job, Finney Selected tapes from A Man's Work, Educational Development Corporation Selected reading from The Job Box, Fearon Publishers Selected readings from Occupational Awareness Packets, Occupational Awareness Local Newspapers

Objective	Activities	Evaluation	Resources
12. Cont'd	10. Have students bring in articles from local newspapers which focus on agribusiness and natural resources. 11. Have students start a small nursery and hold a plant sale.		
13. The student will explain the careers associated with the Business and Office cluster.	1. Class viewing of 16 mm film, What is Business? which acquaints the viewer with what a business is, who operates it, and who is responsible for making decisions and overall policy. 2. Field trip to a local bank to see the variety of office careers. May view the filmstrip, Careers in Office Services as an introduction or follow-up to the trip. 3. Individual work (or paired work) on the Job Experience Kit, Secretary. 4. Invite the school business education teacher to discuss the career opportunities available to a high school graduate in business and office. 5. Arrange for students to work on office machinery under supervision. 6. Oral reading by the teacher or several able readers about careers in banking in the Feb. '77 issue of Career World. 7. Have students complete the word search of 20 office occupations in the January '76 issue of Career World. 8. Class discussion about computers - what they have on the job market, etc. For information, have students read the January '76 article of Career World, which focuses on computer careers and the book, Computers, by Dillon Press. Also may view the filmstrip, Computer Careers. (Cont'd on next page)	The student will identify the cluster to which several business and office jobs belong, identify the characteristics of Business and Office Jobs, prepare career survey forms for at least 2 jobs within the cluster, and participate in several of the suggested activities.	What is Business? Sandler Institutional Films Field trip to bank Careers in Office Services, Butterick Publishing Co. Secretary, Job Experience Kit, SRA Career World, Feb. '77 Curriculum Innovations Career World, Jan. '76 Curriculum Innovations Computers: Looking Forward to a Career Series, Dillon Press Computer Careers, Encyclopaedia Brittanica Business and Office, Career Education Clusters, Westinghouse Learning Corp. Clerical Occupations - Office Staffing, Acoustifone Group 7: Exploring Careers, Society for Visual Education Jobs in Business and Office: Exploring Careers Series, Lothrop Lee and Shepard

Objective	Activities	Evaluation	Resources
13. Cont'd	9. Class viewing of filmstrips which focus on careers in Business and Office: Teacher may set up a Business and Office career corner which encompasses pertinent audio visual and print material.		Finding Your Job, Finney Co. Hello World! Business Services, Field Educational Publications, Inc. The Job Box, Lear Seigler, Inc., Fearon Publishers Office Occupations: Looking Forward to a Career Series, Dillon Press Selected tapes from a Man's Work, Educational Development Corporation Selected reading from Occupational Awareness Packets, Occupational Awareness Selecting a Vocation Coronet Instructional Media The World of Work Series, Set 1, McGraw-Hill
14. The student will explore the careers associated with the Communications and Media Cluster.	1. As an introduction to the cluster, show a filmstrip which provides an overview of the jobs in the Communications and Media Cluster (Career Education Clusters, Westinghouse). 2. Visit the local radio station to take note of the variety of operations of radio announcing and the people who perform the jobs. (Cont'd on next page)	The student will name 4 broad areas of communication careers, complete career survey forms for at least 2 jobs within the cluster, and participate in several of the suggested activities.	Communications and Media, Career Education Clusters, Westinghouse Learning Corp. Tours Speakers TV, radio, newspapers, and magazines Jobs in Printing, Coronet Instructional Media Printing - Communications I, Acoustifone Shadow experience The Disc Jockey Game, Educational Design, Inc.

Objective	Activities	Evaluation	Resources
14. Cont'd	3. Invite a representative from the C & P Telephone Company to speak about proper telephone etiquette as well as careers available through the telephone company. 4. Take a tour of the local newspaper office to determine the variety of operations as well as the jobs performed. 5. Have students attempt to write their own newspaper article or write a Help Wanted Ad. 6. Discussion of advertising and propaganda. Have students analyze TV, radio, newspaper and magazine ads to determine the type of advertising or propaganda used. 7. View a filmstrip on Careers in Printing and discuss employment possibilities (Jobs in Printing or Printing-Communications I.) 8. Arrange for a student to go on a shadow experience at a local motion picture theatre to take note of the various employees and their duties. Have him/her report the information to the class. 9. A group of students may play the DJ Game (Disc Jockey Game) to gain some insight into the types of skills required of a disc jockey. 10. Have students attempt to figure out the words written in Morse code on page 13 of Looking for a Job. 11. Have students read pp. 24,25 of the October '76 issue of Career World which focus on an usher's description of his work in a television studio.		Looking for a Job, Follett Educational Publications, p. 13 Career World, Oct. '76 Curriculum Innovations Deadline for Tim, Leswing Press Group I, Exploring Careers, Society for Visual Education Jobs in Communications: Exploring Careers Series, Lothrop, Lee and Shepard Co. Selected reading from Finding Your Job, Finney Advertising, Radio and Television, and Writing: Looking Forward to a Career Series, Dillon Press Selected tapes from A Man's Work, Educational Development Corporation Selected reading from Occupational Awareness Packets, Occupational Awareness The Telephone Operator: Your Working Future, Encyclopaedia Britannica Graphic Services, Business Need II, Acoustifone Careers in Illustration, Educational Dimensions Corp. Careers in Photography, Educational Dimensions Corp.

Objectives	Activities	Evaluation	Resources
14. Cont'd	12. Individual reading of Deadline for Tim which describes a young person embarking on a career in journalism. 13. Set up a career corner of pertinent audio visual and print material which focuses on careers in communications and media		
15. The student will explore the careers associated with the Construction cluster.	1. As an introduction to the unit, show the filmstrip Construction of the Career Education Clusters, Westinghouse. 2. Students may read pages 22 and 23 of Holding a Job, which briefly discusses occupations in the building industry. Have them answer the accompanying questions. 3. Students may work on individual project in which they construct a building model from popsicle sticks. (They must draw up a design or plan first). 4. Have students interview workers in the construction field. They may use the questions on pp. 1 & 2 of Individualized Related Instruction for Entering The World of Work. 5. Invite a construction worker or school industrial arts teacher to talk about apprenticeships. 6. Invite drafting teacher to talk about surveying and demonstrate some of the equipment. 7. Take a trip to the Vocational Technical Center to learn about the trades taught in the construction class. (Cont'd on next page)	The student will list 4 types of construction workers, identify characteristics of the construction trade, complete career survey forms for at least 2 jobs within the cluster, and participate in several of the suggested activities.	Construction, Career Education Clusters, Westinghouse Learning Corp. Holding a Job, Follett, pp. 22 & 23 Popsicle sticks Individualized Related Instruction for Entering The World of Work, McKnight, pp. 1 & 2 Speakers Tours Teacher-prepared crossword puzzle Carpenter: Job Experience Kit, SRA Job Opportunity Series, Encyclopaedia Britannica Building Trades Workers, Eye Gate House Building Trades - Construction, Acoustifone Group 5: Exploring Careers, Society for Visual Education Jobs in Construction: Exploring Careers Series, Lothrop, Lee and Shepard Selected readings from Finding Your Job, Finney The Job Box, Lear Seigler Inc. Fearon Publishers

Objective	Activities	Evaluation	Resources
15. Cont'd	8. Take a tour of a business specializing in the design, layout and construction of cabinetry. 9. Have students complete a teacher-prepared crossword puzzle using terms from the Construction cluster. (May divide class into 2 teams; each team earns points as follows: In turn each team member selects one space to answer. If the student answers "5 across" correctly, the team gets 5 points; if the team member answers "12 down" the team gets 12 points). 10. Have students view film loops about bricklayers and cement masons and make a list of the tasks performed. 11. Individual or team work on the Carpenter Job Experience Kit.		Architecture, Building Trades, Electronics, Engineering: Looking Forward to a Career Series, Dillon Press Selected tapes from A Man's Work, Educational Development Corporation Selected readings from Occupational Awareness Packets, Occupational Awareness

Objective	Activities	Evaluation	Resources
16. The student will explore the careers associated with the Consumer and Homemaking Cluster.	1. Class viewing of an overview filmstrip which introduces the careers in the Consumer and Homemaking Cluster. (Consumer and Homemaking, Career Education Clusters and Jobs for You: It's Happening in Home Economics). 2. Invite the school home economics instructor to speak about the wide variety of jobs available for both men and women in this area. 3. Organize a group project to perform volunteer work of some kind at the Home for the Aged. 4. View a filmstrip about child care services. (The Child Care Worker). Then, visit a day care center to have students learn about the many job opportunities in this field. Students who have had job stations in this area should be asked to report their work experience to the class. 5. Invite the school nutritionist to discuss meal planning and her job. 6. Have students work individually on the Job Experience Kit: Designer to gain insight into the work of the home designer. 7. Individual reading followed by oral reading of careers in Home Economics in the November '76 issue of Career World. 8. Students will complete a teacher-prepared Word Search containing titles of careers in Consumer and Homemaking. 9. Set up a career corner of audio-visual and print material relevant to the Consumer and Homemaking Cluster.	The student will complete several multiple choice questions regarding jobs in Consumer and Homemaking, complete career survey forms for at least 2 careers within the cluster, and participate in several of the suggested activities.	Consumer and Homemaking, Career Education Clusters, Westinghouse Learning Corp. Jobs for You: It's Happening in Home Economics, Guidance Associates Speakers The Child Care Worker, Encyclopaedia Britannica Designer: Job Experience Kit, SRA Career World, November '76 Curriculum Innovations Teacher-prepared Word Search Careers in Fashion and Textiles, Pathescope Educational Films, Inc. Group 4: Consumer and Homemaking: Exploring Careers, Society for Visual Education Jobs that Help the Consumer and Homemaker: Exploring Careers Series; Lothrop, Lee and Shepard Selected readings from Finding Your Job, Finney Co. Jobs for You: It's Happening in Home Economics, Guidance Associates Fashion, Home Economics: Looking Forward to a Career Series, Dillon Press A Man's Work, Educational Development Corporation Selected readings from Occupational Awareness Packets, Occupational Awareness Retail Salesclerk-Yardgoods: Accent/Jobs and Job Models

Objective	Activities	Evaluation	Resources
17. The student will explore careers associated with the Environmental Control Cluster.	1. As an introduction have students view an overview filmstrip of the wide variety of careers in Environmental Control (Environment, Career Education Clusters. 2. Individual reading and written or oral book report of Larry the Logger, the story of a young man who works in a forestry camp. 3. Group project: prepare a bulletin board on "Pollution." 4. Have one student participate in a shadow experience at a tree service company, and report to class on his/her experience. 5. Invite a worker from a local flower shop to speak to the class about his/her career and give a demonstration of some of the work. 6. Show the filmstrip, Trees for 2001, and invite a speaker from the Maryland Forest Service to speak to the class about career opportunities. 7. Individual or small group research on car pollution devices. 8. Class discussion of the "Energy Crisis:" What is it? Why is it happening? What is being done? What suggestions do students have? Assign each student to bring in an article which deals with the energy crisis. 9. In-class reading of careers relating to occupational safety and health (Career World, March '76). 10. The student will unscramble words to find words commonly encountered in environmental control. 11. Set up a career corner which utilizes audio-visual and print material which pertains to Environmental careers.	The student will complete multiple choice questions dealing with the Environmental Control Cluster, identify problems with which Environmental workers are involved, complete survey forms for at least 2 careers within the cluster, and participate in several of the suggested activities.	Environment, Career Education Clusters, Westinghouse Learning Corp. Larry the Logger, Janus Book Publishers Art utensils for bulletin board Shadow experience Speaker Trees for 2001, Guidance Associates Jobs that Save Our Environment: Exploring Careers Series, Lothrop Lee and Shepard Company Career World, March '76 Curriculum Innovations Teacher-prepared word scramble Selected readings from Finding Your Job, Finney Co. Hello World! Environmental Control, Field Educational Publications, Inc. Engineering, Environment: Looking Forward to a Career Series, Dillon Press Selected tapes from A Man's Work, Educational Development Corporation Selected reading from the Occupational Awareness Packets, Occupational Awareness

Objective	Activities	Evaluation	Resources
18. The student will explore the careers associated with the Fine Arts and Humanities Cluster.	1. As an introduction to the unit, have students view an overview filmstrip to careers in this cluster. (Fine Arts and Humanities, Career Education Cluster). 2. Have students read and complete the accompanying activities on the commercial artist in Fine Arts and Humanities in Your Job and Your Future, Part II, p. 13. 3. Invite the school music teacher to speak to the class about the career opportunities available in music. 4. Conduct a Fine Arts and Humanities day or period. Encourage students to bring in their favorite records, play guitars, share art work they have done, report on a favorite musician, or stage a short play. 5. Group listening to tapes about 4 famous male musicians: Jim Croce, John Denver, Elton John, and Stevie Wonder. Students may also read the accompanying texts. Follow by having students complete the language arts activities in the accompanying guide (Men Behind the Bright Lights). 6. Students may read individually the Media Paperbacks which focus on various TV personalities and behind-the-scenes works of favorite TV shows. Have them report findings to the class. 7. Ask the art teacher for assistance in a ceramics or silkscreening project for the class.	The student will complete multiple choice questions dealing with the Fine Arts and Humanities Cluster, complete career survey forms for at least 2 careers within the cluster, and participate in several of the suggested activities.	Fine Arts and Humanities, Career Education Clusters, Westinghouse Learning Corp. Your Job and Your Future, Part II, Webster Division, McGraw-Hill, p. 13 Speakers Men Behind the Bright Lights, EMC Corporation Media Paperbacks, Scholastic Book Services Your Job and Your Future, Part II, pp. 39-45 Trip Materials for bulletin board Plastics, Forming and Design, Materials for Society, Acoustifone Career World, May '77 Curriculum Innovations The Commercial Artist, Encyclopaedia Britannica Group 9, Exploring Careers, Society for Visual Education Jobs in Fine Arts and Humanities: Exploring Careers Series, Lothrop, Lee and Shepard Company Selected readings from Finding Your Job, Finney Co. Art, Theater, and Writing, Dillon Press Selected tapes from A Man's Work, Educational Development Corporation

Objective	Activities	Evaluation	Resources
18. Cont'd	8. Students may read about musicians, actors, actresses, and dancers and complete accompanying activities in Your Job and Your Future, Part II, pp. 39-45. 9. Schedule a trip to attend a play, musical, art show, rock concert, etc. 10. Students may prepare a bulletin boa board depicting the variety of careers in the fine arts and humanities. 11. Small group or entire class viewing of the forming and designing of plastics. (Plastics, Forming and Designing: Materials for Society, I). 12. Individual projects in which students prepare a one paragraph profile of famous people in the creative arts. Students could read their "Mystery Person" to the class - others try to guess the person being described. 13. In class reading of the back of May '77 Career World which describes a young lady whose laugh has earned her a career in acting. 14. Class viewing of a filmstrip about a commercial artist. (The Commercial Artist). 15. Prepare a Fine Arts and Humanities career cluster corner which utilizes pertinent audio visual and print materials.		Selected reading from Occupational Awareness Packets, Occupational Awareness Careers in Show Business, Pathescope Educational Films, Inc.

Objective	Activities	Evaluation	Resources
19. The student will explore the careers associated with the Health cluster.	1. As an introduction to the unit, show a filmstrip which provides an overview to careers in Health (Health, Career Education Clusters or Careers in Health Services, Pathescope Educational Films). 2. Brainstorming: Have students prepare a group list of the characteristics one should have for working in the health profession. 3. Take a tour of the Carroll County General Hospital to learn of the variety of careers in a hospital setting. 4. Have students view a film loop about LPN's and prepare a list of the duties he/she performs. 5. Invite the Emergency Crew of the Fire Department to speak of the health services they perform. 6. Each student can make a group list of all the health services he/she and his/her family have used over the past year. 7. Team or group project to determine the health services available at Carroll County Health Department. 8. In-class reading and class discussion of health para-professions in the April, '76 issue of Career World. 9. Have each student keep a record of all the food he/she consumes over a certain time period, as well as the physical activity in which he/she engages. (Cont'd on next page)	The student will complete several multiple choice questions dealing with careers in the Health Cluster, complete survey forms for at least 2 careers in the cluster, and participate in several of the suggested activities.	Health, Career Education Clusters, Westinghouse Learning Corporation Careers in Health Services, Pathescope Educational Films Tours Licensed Practical Nurse: Job Opportunity Series, Encyclopaedia Britannica Speakers Career World, April '76 Curriculum Innovations Jobs in Health Care: Exploring Careers Series, Lothrop, Lee and Shepard Selected readings from Finding Your Job, Finney Co. Hello World! Health Services, Field Educational Publications Dentistry, Medicine: Looking Forward to a Career Series, Dillon Press Selected reading from the Occupational Awareness Packets, Occupational Awareness Janet the Hospital Helper, Janus Book Publishers World of Work Series, Set 1 McGraw-Hill (includes filmstrip of hospital worker) Career World, Oct. '76 Careers in Nursing, Pathescope Educational Films, Inc.

Objective	Activities	Evaluation	Resources
19. Cont'd	10. Arrange a shadow experience at a veterinary hospital. Have student report his/her results to the class. 11. Invite a speaker from the Mental Health Bureau to speak of the variety of services provided as well as the nature of the work in this field. 12. Individual, small group or entire group project to perform some volunteer service at a nursing home to speak of the variety of careers in this field. 13. Take a tour of a psychiatric hospital to learn of the variety of careers in this field. 14. Prepare a career corner of the visual and print materials. 15. Have students work on the career puzzle on health-related occupations. (Career World, October '76).		
20. The student will explore the careers associated with the Hospitality and Recreation cluster.	1. As an introduction to the unit, show a filmstrip which provides an overview to the careers in the Hospitality and Recreation cluster. (Hospitality and Recreation, Career Education Clusters. 2. Class discussion of what is leisure time? Why do we have more leisure time than did workers 50 years ago? Follow by viewing filmstrip on Careers in the Leisure Time Industry. (Cont'd on next page)	The student will identify through multiple choice format why people have more time for leisure pursuits, name 4 jobs within the cluster and participate in several of the suggested activities.	Hospitality and Recreation Careers in the Leisure Time Industry, Pathescope Educational Films Hot Rods and Drag Racing, Troll Associates Motorcycles and Mini Bikes, Troll Associates Sports Car Racing, Troll Associates Sports Hero Series, EMC Corporation Women Who Win, EMC Corporation

Objective	Activities	Evaluation	Resources
20. Cont'd	3. Prepare a bulletin board based on class members' use of leisure time - each student may bring in pictures or articles representing their own leisure time activities. 4. Students may plan a vacation stating where they will go, what they will do, and where they will stay. Follow, by having them prepare a list of the persons whose job it is to help along the vacation. 5. Invite a speaker from the Department of Recreation and Parks to discuss the services provided by the department and the qualifications one must have to obtain work in this area. 6. Set up individual learning stations utilizing Hot Rods and Drag Racing, Motorcycles and Mini Bikes, or Sports Car Racing. 7. Arrange for a shadow experience at a fast food restaurant. Have the student share his/her experiences with the class. 8. Class discussion about sports as future recreation. Plan for the class to go bowling, skating, etc. and be alert for employees and their role. 9. Invite a speaker from a golf club to speak to the class about the careers in such a facility. Have students prepare questions ahead of time regarding employment opportunities, the type of work, salaries, etc. (Cont'd on next page)		Career World, March, '77, Curriculum Innovations Group 6, Exploring Careers, Society for Visual Education Jobs in Recreation, Exploring Careers Series, Lothrop, Lee and Shepard Co. Selected reading from Finding Your Job, Finney Co. Hello World! Food and Lodging Services, Field Educational Publications, Inc. Is a Career in the Hotel or Motel Business for You? Counselor Films, Inc. Selected tapes from A Man's Work, Educational Development Corporation Selected readings from Occupational Awareness Packets, Occupational Awareness Food Services - Serving People I, Acoustifone Careers in Food Service, Pathescope Educational Films, Inc. Is a Career in the Restaurant for You? Counselor Films, Inc.

Objective	Activities	Evaluation	Resources
20. Cont'd	10. Class discussion of the career life of a pro-athelete. Assign students to read individually about famous male athletes and the hard work and frustration commonly involved in such a career. (Sports Heroes Series). Students may also read about and/or listen to tapes about famous female athletes. (Women Who Win). Students may share orally with the class their information about the careers of these athletes. 11. In-class reading about careers in the hotel-motel industry in the March '77 issue of Career World. Follow by having students work on a career puzzle of hotel occupations on p. 16 of that issue. 12. Set up a Hospitality and Recreation corner utilizing pertinent audio-visual and print material.		

Objective	Activities	Evaluation	Resources
21. The student will explore the careers associated with the Manufacturing cluster.	1. As an introduction to the unit, show a filmstrip which provides an overview to careers in Manufacturing. (Manufacturing: Career Education Clusters). 2. Individual or class project in which students prepare a poster or bulletin board of products manufactured in Carroll County. 3. Take a tour of a local manufacturing industry. Follow with a discussion of the many workers employed and their job duties. To prepare students, have them develop a list of questions using pp. 46 & 47 of Help Yourself to a Job, Part II. 4. Class discussion about assembly line work. Have students participate in some form of assembly work to point out the importance of cooperation, accuracy, and efficiency. 5. Have former work study students employed in manufacturing speak to the class about their jobs. 6. Students may read about careers in manufacturing on p. 27 of Holding a Job, and perform the related activities. 7. In-class reading and class discussion about "The Blue Collar Blues" in the January '77 issue of Career World. (Cont'd on next page)	The student will complete several multiple choice questions about manufacturing careers, complete career survey forms for at least 2 careers within the cluster, and participate in several of the suggested activities.	Manufacturing: Career Education Clusters, Westinghouse Learning Corp. Materials for posters, bulletin boards, etc. Help Yourself to a Job, Part II, Finney Co., pp. 46-47. Tours Speakers Holding a Job, Follett Publishing Co., p. 27 Career World, Curriculum Innovations, January '77 Metalworking:Manufacturing II Acoustifone Map of Carroll County Teacher-prepared activity Group 5, Exploring Careers, Society for Visual Education Jobs in Manufacturing Exploring Careers Series Lothrop, Lee and Shepard Co. The Fascinating World of Work (filmstrip on machinists) National Career Consultant, Inc. Selected reading from Finding Your Job, Finney Co. Is a Career in the Iron and Steel Industry for You? Counselor Films, Inc. The Job Box, Lear Seigler, Inc., Fearon Publishers Electronics, Engineering, Metals and Plastics: Looking Forward to a Career Series, Dillon Press

Objective	Activities	Evaluation	Resources
21. Cont'd	8. Individual or small group viewing of filmstrips describing specific manufacturing careers. (Metal-working-Manufacturing II). 9. Small group project in which students prepare a map of the variety of manufacturing companies in the county. 10. Students may complete a teacher-prepared activity in which the duties of a manufacturing employee are described either orally or in writing by the teacher; student is to supply the job title which corresponds to the duties. 11. Set up a career corner of pertinent audio-visual and print material.		Selected tapes from A Man's Work, Educational Development Corporation Selected readings from Occupational Awareness Packets, Occupational Awareness Is a Career in Processing for You? Counselor Films, Inc.
22. The student will become familiar with the careers associated with the Marine Science Cluster.	1. As an introduction to the unit, show a filmstrip which provides an overview to careers within the Marine Science cluster. (Marine Science, Career Education Clusters). 2. Read about the careers in Marine Science which are involved in securing and preparing sea products for food. (Career World, Sept. '75). To gain an even more comprehensive view to the variety of careers in Marine Science, have students read the Dec. '76 issue of Career World.	The student will complete multiple choice questions dealing with the careers associated with the Marine Science cluster, complete survey forms for at least 2 jobs within the cluster, and participate in several of the suggested activities.	Marine Science, Career Education Clusters, Westinghouse Learning Corp. Career World, Curriculum Innovations, Sept. '75 Career World, Curriculum Innovations, Dec. '76 Jobs in Marine Science: Exploring Careers Series, Lothrop, Lee and Shepard Career World, Curriculum Innovations, Jan. '76

(Cont'd on next page)

Objective	Activities	Evaluation	Resources
22. Cont'd	3. Assign an individual or small group to research scuba diving. In specific, have them discuss the popularity of scuba diving as a leisure time pursuit. 4. Class discussion about a career in fishing. Have students read about persons who have such a career. (Jobs in Marine Science: Exploring Careers Series). 5. Have students read about a person whose unusual career is involved with smelling fish (back cover of Career World, Jan. '76). 6. Prepare a career corner utilizing pertinent audio-visual and print material: Because marine science careers are relatively unfamiliar to Carroll County students, have each student report on at least one career to the class. 7. Have students complete a teacher-prepared word scramble of job titles from the Marine Science cluster.		Selected readings from Finding Your Job, Finney Company Environment: Looking Forward to a Career Series, Dillon Press Selected tapes from A Man's Work, Educational Development Corp. Selected readings from Occupational Awareness Packets, Occupational Awareness Teacher-prepared word scramble

Objective	Activities	Evaluation	Resources
23. The student will explore the careers associated with the Marketing and Distribution cluster.	1. As an introduction to the unit, show an overview filmstrip of the variety of careers in the Marketing and Distribution cluster. (Marketing and Distribution, Career Education Clusters). 2. Class discussion of wholesale vs. retail. What does each mean? Follow by viewing filmstrip on retail salesman and wholesale salesman. (Sales-Marketing and Distribution). 3. Have the entire class involved in planning a sales project. (The product to be sold could be one that is developed in the simulated workshop). Let them discuss and decide: What shall we sell? To whom shall we sell it? Where do we get the product? How should the product be packaged? How much should we charge? How should it be advertised? 4. The above plans could actually be carried out. Set up committees to handle: - making or obtaining the product - packaging it - advertising it - distributing it - handling the money - as needed, use the cash register and adding machine. (Cont'd on next page)	The student will complete multiple choice questions dealing with the Marketing and Distribution cluster, complete career survey forms for at least 2 careers within the cluster, and participate in several of the suggested activities.	Marketing and Distribution, Career Education Clusters, Westinghouse Learning Corp. Sales - Marketing and Distribution, Acoustifone Materials needed for a sales project Tour Salesperson: Job Experience Kit, Science Research Associates Retail Salesclerk - Yardgoods, Follett Publishing Company Speakers Market reports of newspaper Bob the Super Clerk, Janus Book Publishers Career World, May '77, Curriculum Innovations Group 7, Exploring Careers, Society for Visual Education Jobs in Marketing and Distribution: Exploring Careers Series, Lothrop, Lee and Shepard Company Selected reading from Finding Your Job, Finney Co. Hello World! Marketing, Field Educational Publications, Inc. The Job Box, Lear Seigler Inc./Fearon Publishers

Objective	Activities	Evaluation	Resources
23. Cont'd	5. As a class, prepare a list of 10 staple items. Have students obtain the prices weekly for a month at several local grocery stores and share the results with the class. 6. Take a tour of a large department store and have students take note of the variety of employees and their general job duties. 7. Have students individually work on a learning station in which they attempt to perform the job duties of a salesperson. (Salesperson: Job Experience Kit). Also, students may perform workbook activities which deal with the duties of a salesclerk. (Retail Salesclerk-Yardgoods). 8. Invite a salesperson to speak to the class about his/her job. Have students prepare questions ahead of time. 9. Class discussion of stocks and bonds. Have students bring in newspapers to look at the stock market reports. 10. Read about a high school graduate who finds a position as a supermarket clerk. (Bob the Super Clerk. 11. Show a filmstrip to the class about the marketing and distribution of a familiar product. (These films are often made available through the company). (Cont'd on next page)		Fashion: Looking Forward to a Career Series, Dillon Press Selected tapes from A Man's Work, Educational Development Corporation Selected readings from Occupational Awareness Packets, Occupational Awareness Selecting A Vocation, (The filmstrip on Sales Occupations), Coronet Instructional Media World of Work Series, Set 1 (the filmstrip on a vending machine routeman), McGraw-Hill Student prepared word searches

Objective	Activities	Evaluation	Resources
23. Cont'd	12. Set up a career corner utilizing pertinent audio-visual and print materials. 13. Have students compile a group list of the terms commonly associated with the marketing and distribution cluster. Then break students into pairs to develop word searches using these terms. Students may share their word searches with each other.		
24. The student will become familiar with the careers associated with the Personal Services cluster.	1. Group discussion of: What are some of the personal services we use daily? Follow by showing an overview filmstrip of the careers associated with the personal services cluster. (Personal Services, Career Education Clusters). 2. Have students read about the careers of a beautician and barber, and complete the accompanying activities, Your Job and Your Future, Book I, pp. 38-40. 3. Take a tour of a local beauty shop or the cosmetology class at the Vo-Tech Center to determine the services provided. To obtain insight into cosmetology as a career, students may read the May '76 issue of Career World. (Cont'd on next page)	The student will complete multiple choice questions about careers in the Personal Services cluster list 3 jobs in the cluster, complete career survey forms for 2 careers within the cluster and participate in several of the suggested activities.	Personal Services: Career Education Cluster Westinghouse Learning Corp. Your Job and Your Future, Book I, Webster Division, McGraw-Hill, pp. 38-40 Career World, Curriculum Innovations, May '76 Job Experience Kit: Beautician, Science Research Associates Speakers Personal Services, Serving People II, Acoustifone Shadow experience

Objective	Activities	Evaluation	Resources
24. Cont'd	4. Devise a learning station utilizing the Job Experience Kit, Beautician, which provides first hand experience with the type of work performed by a beautician. 5. Invite a speaker from the Westminster Health Club to discuss weight control activities and individualized exercise plans. Also, show a filmstrip on physical health specialist (Personal Service-Serving People, II). 6. Arrange for a student to participate in a shadow experience at a dry cleaners. Student should take note of the various job duties and share his/her experiences with the class. May follow by showing a filmstrip on a dry cleaner (Personal Services-Serving People, Acoustifone). 7. Discuss babysitting as a parttime job and have students prepare a listing of the various duties one may have as a babysitter. 8. In-class reading about a person whose unusual career is to specialize in animal behavior. (Career World, May '76). 9. Show a filmstrip about services provided by a funeral director. (Group 9, Exploring Careers), filmstrip on mortician. 10. Invite an insurance salesperson to speak to the class about his/her career, as well as the meaning of insurance and the various policy types.		Career World, Curriculum Innovations, May '76 Group 9, Exploring Careers, Society for Visual Education Jobs in Personal Services: Exploring Careers Series, Lothrop, Lee and Shepard Co. Selected readings from Finding Your Job, Finney Co. Cosmetology: Looking Forward to a Career Series, Dillon Press Selected tapes from A Man's Work, Educational Development Corporation Selected readings from Occupational Awareness Packets, Occupational Awareness World of Work Series, Set I (Filmstrip on hairdresser), McGraw-Hill

(Cont'd on next page)

Objective	Activities	Evaluation	Resources
24. Cont'd	11. Compile a group list of the various characteristics which are essential for success in personal service careers. Have students prepare a Help Wanted ad for any of the personal services careers, stressing the personal qualifications. 12. Set up a Personal Services cluster utilizing pertinent audio-visual and print material.		
25. The student will explore the careers associated with the Public Services cluster.	1. As an introduction to the unit, show a filmstrip which provides an overview to the Public Services cluster. (Public Services, Career Education Cluster). 2. Discuss the school as providing a public service. Each student can make a list of 10 different employees and select 3 to interview about their job: What are their job duties? What do they like about their job? What don't they like? 3. Take a tour of the city jail. Students may view the lock-up process and interview employees at each step. 4. Invite a speaker from the State Police barracks to discuss his/her job duties. Have the students prepare questions ahead of time. (Could ask the speaker to demonstrate polygraph equipment). 5. Individual students may work on the Job Experience Kit: Police Officer to gain additional insight into the work of a police officer.	The student will complete multiple choice questions dealing with the Public Service cluster, complete survey forms for at least 2 careers within the cluster, and participate in several of the suggested activities.	Public Services - Career Education Cluster, Westinghouse Learning Corp. Tours Speakers Job Experience Kit: Police Officer, SRA TV Career World, Sept. '76 Curriculum Innovations Starting a Job, Follett Publishing Company, p. 29 The Fire Fighter Encyclopaedia Britannica Corp. Map of Carroll County Holding a Job, Follett Publishing Company, p. 45 Career Training through the Armed Forces, Pathescope Educational Films, Inc. Public Utilities - Public Services I, Acoustifone

(Cont'd on next page)

Objective	Activities	Evaluation	Resources
25. Cont'd	6. Assign students to watch a particular television show portraying the criminal justice system. Have the student list the careers depicted in the show. 7. In-class reading of the September '76 issue of Career World which describes the realities of the criminal justice system. Have students compare what they have read with the impressions received from watching the TV shows about criminal justice. 8. Have students read p. 29 of Starting a Job which describes various federal government agencies. Students may complete the activity in which they match the person and the job he/she is doing with the agency in which he/she would be employed. 9. Students may view the filmstrip The Fire Fighter and visit a local firehouse to determine the qualifications, working conditions, etc., of a job in this area. 10. Using a map of Carroll County have students prepare a bulletin board displaying the major public service agencies in Carroll County.. 11. Take a tour of the Westminster Post Office to see the entire mail operation. Later, discuss the various employees observed and their various job duties. 12. Students may interview a social worker from the Department of Social Services to learn of the variety of services performed by the agency, as well as employment opportunities. Ask students to share results with the class. (Cont'd on next page)		Teacher prepared activity Careers in Community Service. Pathescope Educational Films, Inc. Jobs in Public Services; Exploring Careers Series, Lothrop, Lee and Shepard Selected reading from Finding Your Job Finney Company Hello World! Public Services, Field Educational Publications Government: Looking Forward to a Career Series, Dillon Press Selected tapes from A Man's Work, Educational Development Corporation Selected readings from Occupational Awareness Packets, Occupational Awareness Selecting a Vocation-Service Occupations, Coronet Instructional Media

Objective	Activities	Evaluation	Resources
25. Cont'd	13. Have students read p. 45 of Holding a Job which points out the types of work performed in the armed forces. Students may read the graph and answer the corresponding questions. Follow by showing the filmstrip, Career Training through the Armed Forces. 14. Arrange for a student to have a shadow experience at an electric utility company to observe some of the employees. (May also show the filmstrip, Public Utilities-Public Services I). 15. Have students complete a teacher-prepared activity, What's My Line? in which various public service employees are described. Students are to determine which job is being described. 16. Prepare a career corner of additional pertinent audio-visual and print materials related to the Public Service careers.		
26. The student will become familiar with the careers associated with the Transportation cluster.	1. As an introduction to the unit, show a filmstrip which provides an overview to the Transportation cluster. 2. Students may prepare individual wall charts of the variety of means of transportation: air, rail, trucking, merchant marine, public transportation, etc. 3. Divide the class into small groups to discuss the various categories of transportation. Have each group prepare a list of the workers involved for each type of transportation. (Good resource - Careers in Transportation, Pathescope Educational Films). (Cont'd on next page)	The student will complete multiple choice questions dealing with the Transportation cluster, list 5 jobs within the cluster, complete survey forms for 2 careers within the cluster, and participate in several of the suggested activities.	Transportation: Career Education Clusters, Westinghouse Learning Corp. Materials for wall charts Careers in Transportation, Pathescope Educational Films Trucking - Land Transportation II, Acoustifone Job Experience Kit: Truck Driver, Science Research Associates

Objective	Activities	Evaluation	Resources
26. Cont'd	4. Have students view filmstrip on specific trucking careers. (Trucking-Land Transportation II) Also, take a tour of a trucking company to gain firsthand information about the various careers. Individual students may complete the Job Experience Kit: Truck Driver in order to gain further insight into the job duties of a truck driver. 5. Arrange a shadow experience for a small number of students with the Westminster Cab service. (Here it is possible to watch the dispatch of calls to cabs or have a short ride with the driver). Have students report their results to the class. 6. Take a trip to the Baltimore harbor. Tour the dock area and take note of the jobs. 7. Invite a representative from the Carroll County Board of Education Transportation Department to discuss the job duties, responsibilities, and qualifications necessary for a school bus driver. 8. Show a filmloop about an airline stewardess. Have each student make a list of all the job duties she performs in the filmloop. See which student can come up with the most complete list. Students may read the Dec. '75 issue of Career World to obtain information on other air transportation careers. (Cont'd on next page)		Shadow experience Tours Speakers Stewardess, Encyclopaedia Britannica Corp. Career World, Dec. '75 The Service Station Attendant, Follett Publishing Company Service Station Attendant, Encyclopaedia Britannica Corp. World of Work Series, Set I (filmstrip on the service station attendant) McGraw-Hill Jobs in Automotive Services, Coronet Instructional Media Your Job and Your Future, Book I, Webster Division/ McGraw-Hill Group I, Exploring Carrers, Society for Visual Education Jobs in Transportation; Exploring Careers Series, Lothrop, Lee and Shepard The Fascinating World of Work: Mechanic and Truck Driver, National Career Consultants, Inc. Selected readings from Finding Your Job, Finney Company Hello World! Transportation, Field Educational Publications

Objective	Activities	Evaluation	Resources
26. Cont'd	9. Have students read and complete the workbook activities in The Service Station Attendant which shows the type of work required in this job. Students may also view the filmloop, Service Station Attendant, and take note of the job duties or view a filmstrip about a service station attendant. (World of Work Series, Set I). 10. Students may view filmstrips about specific jobs in automotive serviees. (Jobs in Automotive Services). Also students may read about the automotive trades and complete the accompanying workbook activities in Your Job and Your Future, I, pp. 27-29. 11. Individual projects: Students are to plan a trip to anywhere in the country. They are to decide how they would get there, estimate travel expenses, and project the various transportation workers they would encounter. 12. Invite the driver education instructor to speak to the class about the importance of a good driving record. 13. Class project: The teacher announces that a state law has been passed making it illegal to drive cars within the incorporated limits of all cities, towns and villages. Have the class design a mass transit system for their town. Follow, by having students read about mass transportation in the April '77 issue of Career World. 14. Set up a corner of additional audio-visual and print materials dealing with careers in the transportation cluster.		The Job Box, Lear Seigler Inc./Fearon Publishers Job Experience Kit: Automobile Mechanic, Science Research Associates Selected tapes from A Man's Work, Educational Development Corporation Selected readings from Occupational Awareness Packets, Occupational Awareness They Work and Serve, Steck Vaughn Traveling Jobs for Women, Pilot Books Career World, April '77, Curriculum Innovations

Name _____
Grade _____
Date _____

Career Clusters
Evaluation Exercise

1. (Circle all correct responses):
   Which of the following tasks could be considered work?
   A. digging ditches
   B. teaching gym
   C. driving a delivery truck
   D. fishing on your day off

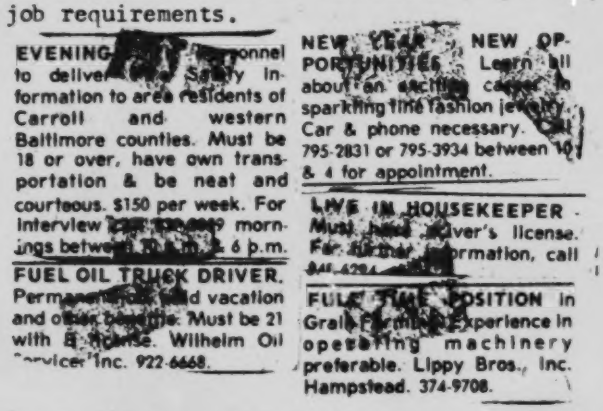
2. (Fill in the blank:)
   Employment as a means of earning one's living is _____

work
leisure
salary

3. List 4 reasons people work:
   1.
   2.
   3.
   4.

4. (Select the best response:)
   What is the difference between a job and a career?
   A. There is really no difference - they are basically the same.
   B. A job is just one part of your entire career. Your career includes all your jobs.
   C. You get paid for a job. A career is volunteer work and you won't get paid.
   D. B and C.

5. In the want ads below are several "job requirements" mentioned. List 6 of these job requirements.



EVENING [illegible] personnel to deliver [illegible] Safety information to area residents of Carroll and western Baltimore counties. Must be 18 or over, have own transportation & be neat and courteous. $150 per week. For interview [illegible] mornings between [illegible] 6 p.m.

FUEL OIL TRUCK DRIVER. Permanent [illegible] paid vacation and other benefits. Must be 21 with [illegible] license. Wilhelm Oil Service, Inc. 922-6668.

NEW YEAR, NEW OPPORTUNITIES. Learn all about an exciting career in sparkling fine fashion jewelry. Car & phone necessary. Call 795-2831 or 795-3934 between 10 & 4 for appointment.

LIVE IN HOUSEKEEPER - Must have driver's license. For further information, call [illegible]

FULL TIME POSITION in Grain Farming. Experience in operating machinery preferable. Lippy Bros., Inc. Hampstead. 374-9708.

1.
2.
3.
4.
5.
6.

6. (Circle the best response:)
   Sally is interested in cars. She works well with her hands and has good mechanical ability. She doesn't mind getting dirty. What should she do?
   A. Forget about being an auto mechanic - it's a job for men.
   B. Try to get a job as a secretary in a large auto mechanic shop.
   C. Take auto mechanics at the Vo. Tech. Center so that she may become a certified auto mechanic .
   D. Both A and B.

7. Jim is interested in medicine and helping people. However, he does not want to be a doctor because of all the years of difficult schooling he would have to attend. What should he do?
   A. Consider being a nurse's aide or a practical nurse.
   B. Go into another field without checking into other health-related jobs.
   C. Become a janitor in a hospital. It's a good job for men and he would still be in a hospital.
   D. Become a doctor anyway - there are no other possibilities in the health field for men.

8. From the words below, circle those which are considered <u>working conditions.</u>
   wages
   working hours
   standing, sitting, or driving
   job location
   training
   education
   length of work week
   personality
   type of boss

9. Pick a job you are familiar with - It can be your job station, a paying job you've had, or a job you might be interested in. Then, tell 3 duties of that job.
   Name of job:

   Job duties: 1.
   2.
   3.

10. Below is a list of several jobs. <u>Underline</u> those jobs which have a poor outlook for the future.
    Secretary
    Mechanic
    Farm hand
    Computer operator
    Train conductor
    Doctors

11. There are many jobs in the community. Name 10.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

12. We often group jobs into clusters or areas. Why? (Circle the best response):
    A. It's easier to study jobs by groups.
    B. You can often find a high-paying job that way.
    C. It's easier to find related jobs.
    D. You can broaden your understanding of the working world.
    E. A,C and D

13. Below are some of the career clusters. Match each cluster with its description by putting its number in the blank.

Agribusiness and Natural Resources _____
Construction _____
Environmental Control _____
Health _____
Manufacturing _____
Public Services _____
Transportation _____

1. Jobs connected with the building industry.
2. Jobs connected with pollution control and environmental planning.
3. Includes jobs which supply food and energy to society. Examples of jobs are farming and forestry.
4. Includes jobs which help to make and keep people healthy such as doctor, dentist, health aide.
5. Jobs which take people or products from one location to another by air, water, highway or rail.
6. Covers all jobs involved with making products.
7. Jobs in this cluster are connected with the government.

14. The following statement are about careers in Agriculture. (Circle the one statement which is not true.)
A. Even farmers need training - sometimes 2 - 4 years of college.
B. Today it's getting harder to make a living on small farms.
C. To operate a large farm, you need to start off with a lot of land and machinery.
D. Today's farmer has much shorter work days.

15. If you wish to work on a farm, which of the following characteristics should you have? (underline all the correct responses):
A. Like hard physical work.
B. Like to work outdoors.
C. Enjoy thinking and planning.
D. Don't mind working long hours.outdoors.
E. Like a regular 40 hour week.
F. Like steady income.

16. A house is being built. Name 4 different types of construction workers who will be there:
1.
2.
3.
4.

17. Circle all correst responses:
Which of the following are characteristics of the construction trade?
A. Workers wear hard hats.
B. High pay, good benefits.
C. Little or no education or training required.
D. Outdoor work
E. Poor outlook for the future.

18. Below is a list of jobs. To which career cluster do these jobs belong?

Typist
Secretary
Computer programmer
Bookkeeper
Messenger
File clerk
Accountant

Circle one:
A. Communication and media
B. Fine Arts and Humanities
C. Consumer and Homemaking
D. Business and Office
E. None of the above

19. Select from below the characteristics of Business and Office jobs:
    A. Indoor work
    B. Outdoor work
    C. Deals with paper work
    D. Requires ability to get along with people
    E. Need college degree for entry-level job
    F. Requires physical strength
    G. Neatness is required.

20. The telephone is one form of communication. Name 4 other types of communication:
    1.
    2.
    3.
    4.

21. Circle the best response:
    The majority of jobs in Consumer and Homemaking will be devoted to
    A. helping Americans consume more.
    B. helping Americans consume wisely.
    C. helping Americans buy more convenience food.
    D. interior decorating.
    E. all of the above.

22. Select from below those which are characteristic of Consumer and Homemaking jobs:
    A. It's a new industry.
    B. Men can work here as well as women.
    C. It's a fast growing industry.
    D. More and more women are staying home to take up homemaking.
    E. Very few schools offer courses to prepare students to enter this field.

23. Circle the best response:
    In acting -
    A. The pay is good and it's easy to get a job anywhere.
    B. Only a few people reach the big time and big money.
    C. You get a lot of job security.
    D. Most openings for actors are in small towns.

24. Circle the best response:
    Careers in the Environmental cluster are concerned with:
    A. Making a profit off the land
    B. Preserving and keeping the land beautiful.
    C. Using up all the nation's energy reserves.
    D. All of the above.

25. Environmental workers deal with many problems. Name 3:
    1.
    2.
    3.

26. Circle the best response:
Marine Science jobs are concerned with which of the following?
A. Food
B. Fuel
C. Minerals
D. Living space
E. A,B, and C
F. A,B,C and D.

27. Circle the best response:
In manufacturing, an assembly line is often used. Select from those items below the one problem workers often experience in an assembly line:
A. Speed
B. Efficiency
C. Bonus pay for piecework
D. Boredom

28. Circle the best response:
The team concept in manufacturing is:
A. Each employee works alone
B. A group of workers is responsible for an operation
C. A "roving" worker helps others as needed
D. Group counseling is used

29. Circle the best response:
Jobs in the transportation field have one major thing is common. What is that?
A. All jobs involve transporting goods or people from one place to another
B. All workers travel on their job
C. All jobs involve making cars, airplanes , trains, or boats
D. A and B

30. Name 5 jobs which would be considered part of the transportation field:
1.
2.
3.
4.
5.

31. Careers in the marketing and distribution field most often involve:
A. Making a product
B. Transporting the product to its selling location
C. Testing the product
D. Convincing the customer to buy a product.

32. Circle all correct responses:
In order to be a good salesman you need the following characteristics:
A. Ambitious
B. Shy
C. Self-pacing
D. Organized
E. Dependent on others
F. Physically strong

33. Circle the best response:
In order to obtain a career in the health profession you need:
A. 8 years of special training after high school
B. 4 years of college
C. 2 years of college
D. A high school diploma
E. Any of the above, depending upon the particular job you're interested in

34. Circle the one incorrect or wrong statement about jobs in the health field:
A. For some jobs in the health field, you won't even see a patient
B. Some jobs in the health field require no special education
C. A desire to help others is important for most jobs in the health field
D. Job opportunities in the health field are on the decline due to advances in medicine

35. Circle the best response:
More people are able to participate in leisure time activities because
A. of increased income and more leisure time
B. of longer working hours
C. of cheaper costs for leisure pursuits
D. all of the above

36. Name 4 jobs in the Hospitality and Recreation field.
1.
2.
3.
4.

37. Circle the best response:
All public service jobs have one thing in common. That is
A. pay is lower than the same job in the private area
B. there are good job opportunities in all areas
C. you work for the government
D. previous military service is required.

38. Circle all correct responses:
The following jobs are Public Service jobs:
A. city trash collector
B. fireman
C. doctor
D. welder
E. tree trimmer
F. teachers

39. Select from below all statements which are true of jobs in the Personal Service field:
A. These jobs usually involve taking care of other people
B. These jobs are usually highly rewarding
C. Most jobs involve many years of formal education
D. Prospects are poor for newcomers wanting a job here.

40. List 3 jobs in the Personal Service field:
1.
2.
3.

Behavior on the Job

BEHAVIOR ON THE JOB

Job attitudes are a significant problem with young people. Materials in this section focus on the appropriate behavior and attitudes an employee should have in order to keep his job, and if possible, advance professionally.

Available	Title-Description	Publisher
NC	Getting Along on the Job. This sound filmstrip set presents very basic information about getting along on the job: being on time, being neat, following instructions, getting along with co-workers. The information is presented in a format that the slow learner should easily comprehend. Contains 4 cassettes, 4 filmstrips. $56.00	Harvest Laboratories, 1968
FSK, NC SC, WHS	Going Places with your Personality by Charles Kahn, Robert Tong, and Wing Jew. This easy to read soft cover booklet focuses the attention of the reader on some important personal attitudes and habits which lead to successful living. Among the areas covered are: getting along with others, being on time, getting and giving instructions and getting things done. The accompanying teacher's guide includes suggestions for the structure of lessons as well as the answers to questions posed in the student's book. Workbook- $1.41	Lear Siegler, Inc./Fearon Publishers, 1971
FSK, NC SC, WHS	How to Get a Job and Keep It by Dorothy Goble. This workbook has been described in other sections. The last chapter provides a good starting point for discussion about appropriate work behaviors. $1.23	Steck-Vaughn, 1975
FSK, SC WHS	Individualized Related Instruction for Entering the World of Work by Grady Kimbrell and Ben S. Vineyard. This workbook has a more difficult reading level than would ordinarily be advisable for special education classes. However, the material is quite good, covering many aspects of career education: applying for a job, lifestyle and your work, employer-employee relationships, co-worker relationships, progressing on the job, and others. It is designed for individualized instruction with students using only those sections which would meet their needs. A coordinator's guide with answers to the exercises is included. $2.35	McKnight Publishing Company, 1974
FSK, NC SC, WHS	A Job for You by Phyllis Dubnick. This soft cover book covers topics such as advancing on the job, on the job training, earning promotions, and other career topics. $1.56	Steck-Vaughn, 1967
FSK, NC SC, WHS	A Job that Goes Someplace. This two part sound filmstrip illustrates how students can "make it in the system" by dramatizing a variety of attitudes and personal qualities that produce both positive and negative results in the job marketplace. The filmstrip compares immediate with long-range goals. Its basic objective is to demonstrate to students that the only job worth having is a job that goes someplace. $48.50	Guidance Associates, 1970

Available	Title-Description	Publisher
FSK, SC WHS	Occupational Essentials: Skills and Attitudes for Employment by David J. Richter. This material has been described in other sections. It does include an entire section devoted to behavior on the job. $3.95	h.c. Johnson Press, Inc., 1973
NC	On the Job (World of Work I). This kit presents in tape format the many types of problems encountered by employees on the job. The material is highly interesting and should be quite relevant and helpful for a young job seeker. Contains 14 lesson tapes, 6 discussion tapes, 24 student record booklets and an instructor's guide. $229.50	Educational Design, Inc., 1969
FSK, SC WHS	On the Job: Four Trainees Advanced vocational education Apprenticeship Upgrading On the Job training These four filmstrips present four alternatives for learning while working on the job. It offers viable alternatives for students who are seeking growth beyond the traditional academic world. Each case is quite specific and offers a good example of a way to advance. Contains 4 filmstrips, 2 cassettes, and guide. $48.50	Guidance Associates, 1971
FSK, SC WHS	Trouble at Work. This is a four-part series of filmstrips covering typical on-the-job conflicts: failure to communicate, absenteeism, and lack of ambition. No final solution is given which allows for considerable class discussion since no two persons will react the same way to the situations. Contains 2 cassettes, 4 filmstrips, guide. $48.50	Guidance Associates, 1970
FSK, NC SC, WHS	Working with Others by Stephen S. Udvari. This workbook provides information for a person looking for a job and gives suggestions for successfully holding a job and getting along with co-workers. It also covers other career topics. For further information, please refer to section: The Job Search or Interpersonal Relationships. $1.44	Steck-Vaughn, 1973
NC	You and Your Job. This set of sound filmstrips covers in great depth important career topics. Part III focuses on the first week of a new job. Part IV discusses how one fits in as part of a team. Part V discusses how to take supervision, and Part VI, entitled Looking Ahead covers such topics as: doing more than what is required, setting goals, learning off the job, making personal sacrifices, etc. Contains 6 filmstrips, 6 cassettes, and a guide. $80.00	Coronet Instructional Media, 1975

Available	Title-Description	Publisher
FSK,SC WHS	Your Attitude is Showing by Elwood Chapman. Reading level-grade 6. No matter where you are or what you are doing, your attitude is showing. The book deals with many different on-the-job situations and how to handle them and provides tips on how to succeed at a new job. $3.60	Science Research Associates, 1972

Name _____

Grade _____

Date _____

Behavior on the Job

Evaluation Exercise

1. Circle the best response:
   A. A positive attitude is essential to career success.
   B. It is best not to have or display any attitude on the job.
   C. Your attitude on the job is really not important. Your work output is what is important.

2. Name 3 good work attitudes a worker should have:
   1.
   2.
   3.

3. Tomorrow is your first day on the job. Name 2 things you should do or remember.
   1.
   2.

4. Below is a time card for a young girl who works as a stock clerk for Leggett's Department store.

Leggetts'Dept. Store
Name Jessica Williams
Week Ending March 10, 1978

Day	Date	Time In	Time Out	Hours/ Day
M	3/6	8:00	3:00	
T	3/7	9:00	2:00	
W	3/8	8:00	4:00	
Th	3/9	9:00	12:00	
F	3/10	8:00	12:00	

1. Whose time card is this? _____
2. When does the payroll period end? _____
3. List the days she began work at 8:00. _____
4. List the days she left at 12:00. _____
5. On what day of the week did she work the longest? _____

5. Circle all correct responses:
   Why is it important that a worker get to work on time?
   A. Getting to work late can make a worker lose some pay..
   B. Being late can keep other people from doing their work.
   C. It's not really that important as long as someone else checks you in.
   D. Other people don't really care if you're late.

6. Different types of employees wear different types of clothing. In the left hand column below is a list of workers. In the right hand column is a list of different types of clothing. Match the worker with his/her correct clothing by placing the letter in the correct blank.

1. construction worker _____	A. apron
2. firefighter _____	B. coveralls
3. nurse _____	C. white uniform
4. cook, chef _____	D. hard hat, work clothes
5. garage mechanic _____	E. spiked shoes
6. lumberjack _____	F. heavy wool shirt
7. telephone linesperson _____	G. rubber, heat-proof suit

7. Give two reasons why it is important that a worker get enough sleep at night.
   1.
   2.

8. At work, you are usually entitled to take a break. Circle all those activities below which you would <u>not</u> do on the break.
   A. go to the bathroom
   B. make personal calls (from a payphone)
   C. get a drink of water
   D. take an extra 15 minutes for your break
   E. get a cup of coffee
   F. smoke next to the factory machinery
   G. get into an argument with the co-worker who's been giving you difficulty

9. Below are several reasons that employees have given to their boss for being absent from work. Indicate which reasons are <u>acceptable</u> by circling the letter of the statement:
   A. "I overslept today - my alarm didn't go off."
   B. "I missed my bus connection again. You can never tell what time that bus comes".
   C. "I'm feeling very ill - fever and chills and will be going to the doctor this morning."
   D. "The work you assigned me is boring. If you don't mind, I"ll just skip today."
   E. "I can't get along with Joe on my production line, so I think I'll just stay home a few days."
   F. "There has been a death in my family and I'd like to take some personal leave days".

10. People who work near machines should wear
   A. loose, comfortable clothing
   B. clothing that is not loose
   C. anything they wish.

11. Which of the following statements is true? (Circle all correct responses)
    A. Rubber is a good material for workers who need protection from getting wet.
    B. Careful workers do not need to wear anything special to keep themselves safe.
    C. Sometimes a worker needs to take a chance or risk because he/she might think his/her way is better.

12. Which of the following statements are true about safety on the job?
    A. There are really very few accidents on the job.
    B. As many as 1 out of 10 workers experience job-related accidents.
    C. Only a few types of jobs require that special safety precautions be taken.
    D. A and C

13. You make a mistake on the job. What should you do?
    A. Try to cover it up. Your boss might get angry that you made the mistake.
    B. Try to correct it yourself. If you can't, report your mistake to the boss immediately.
    C. Always report your mistake even if you can correct it yourself.

14. A worker can do several things to improve efficiency. Name 2.
    1.
    2.

15. When your boss gives you directions you should
    A. follow them exactly as given
    B. never ask questions, even if you don't understand them
    C. change them if you don't like them
    D. ask questions if you don't understand
    E. A and D

16. Your boss criticizes you for being sloppy in your work. What should you do?
    A. Let him/her know you are upset by sulking and not talking to anyone.
    B. Try to accept it well and make an attempt to improve.
    C. Listen politely and forget about it.
    D. Let him/her know there are other workers who are more sloppy.

17. You are not pleased with many of the company policies. Should you complain to others who do not work for the company? Why or why not?

18. Is it necessary for you to get along with other workers on the job?
    A. No, it's not important as long as you do what your boss wants.
    B. Yes, it is necessary because employees who get along are usually more productive than those who don't.
    C. It's best not to associate with your co-workers.
    D. A and C

19. You are new on the job. A couple of the workers are giving you a rough time by teasing you. What should you do?
    A. Accept the teasing in as good a manner as you can. It will most likely end.
    B. Go straight to the personnel office and report them.
    C. Show they you're pretty tough and don't have to take any teasing from anyone.
    D. Pretend you don't hear it.

20. You have a lot of work you need to get finished by noon. Your co-worker at the next station keeps talking to you and interrupting you. What should you do?
    A. Tell the boss about it.
    B. Tell your co-worker to shut up.
    C. Tell your co-worker you need to get some work done by noon and will listen to him at lunch time.
    D. Do nothing. The boss doesn't really care if you talk, even if your work is late.

21. Name 5 qualities a boss will most likely look for in considering someone for a promotion:
    1.
    2.
    3.
    4.
    5.

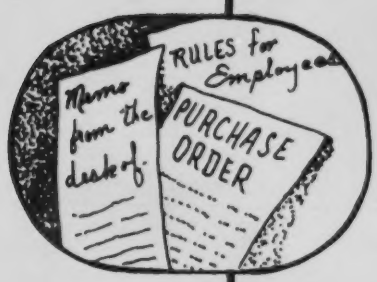
22. There are times when you might consider changing jobs. Which of the following are <u>not</u> good reasons to change jobs?
    A. You don't like your boss telling you that you are late to work.
    B. You are offered a job with more responsibility and higher pay.
    C. One of your co-workers doesn't like you.
    D. Your boss told you that you have been spending too much time smoking in the bathroom.
    E. You find a job with better advancement possibilities.

23. You decide that you wish to change jobs. Should you quit your job immediately so that you may look for another job? Yes or No. Explain your answer.

24. When you are interviewed for a new job, you should
    A. point out bad things about the past company you worked for
    B. tell the interviewer your former boss was no good and didn't pay well
    C. tell the interviewer you want a job with responsibility and a good future

25. You have been fired from your job because your work is unsatisfactory. What should you do?
    A. Think about what you did wrong and how you could have prevented it
    B. Begin to look immediately for the job which will be "right for you"
    C. Determine what pay or benefits you are entitled to.
    D. All of the above

Job Communications Skills



Job Communication Skills

Long Term Goal: The student will become familiar with the terms, skills and behavior which are found in the World of Work, regardless of the specific occupation.

Rationale: The basic understanding of how businesses operate, their vocabulary and customs is essential for entering the World of Work. Students who are educationally handicapped are often lacking in this information. This unit covers the basic skills and information in: using the telephone, following safety and health practices at work, business vocabulary and forms, and following directions.

Objective	Activities	Evaluation	Resources
A. Telephone Skills			
1. The student will verbalize the importance of good telephone etiquette to any business operation.	1. Invite the school secretary to discuss the importance of good telephone etiquette and how it reflects on the school. 2. Show a movie which shows how telephone etiquette can reflect upon a business operation.	The student will explain orally or in writing the need for telephone courtesy in a business operation.	Speaker The Voice of Your Business, C & P Telephone A Manner of Speaking, Telephone C & P
2. The student will demonstrate proper technique in answering a business phone.	1. Using a fictitious phone conversation as an example, have students analyze the mistakes made by the telephone receptionist (Susie at the Phone). 2. Using phone borrowed from the telephone company, have students role play the appropriate procedure for answering a telephone for a business operation. 3. Have students read the section on using phone courtesy from Telephone and Telegraph. 4. Have students individually complete the first section of the Job Experience Kit, Secretary. 5. Listen to a tape on Telephone Answering Skills (cont. in next column)	Using the example of the telephone conversation from Susie at the Phone, students will give the appropriate responses to the customer, either in writing or orally.	Susie at the Phone, Imogene Heath, Mayfield High School., The Kentucky Business Education Newsletter, Spring, 1970. Telephones borrowed from the telephone company Telephone & Telegraph, New Reader's Press, 1975. Job Experience Kit: Secretary, SRA The Language of Work, Educational Design

Objective	Activities	Evaluation	Resources
3. The student will describe the details to be included in message-taking: e.g.: Keep message pad and pencil handy. Include name of the caller and his/her company. Make sure spelling is correct. Get the caller's name and phone number. Take the details of the message. Sign your name. Put the date and time of the phone call. Be neat enough so that one may read it.	1. Brainstorm: Have students discuss the details that should be included in message taking. Teacher may put list on board. 2. Show a film in which the importance of good message-taking is pointed out. 3. Listen to a tape which discusses various aspects of message taking.	Given a tape recording of a telephone conversation between a customer and a secretary, the student will individually take a message. Success will be determined by how well student includes details of the message.	Tape recording of a telephone conversation. Number 1 - "Correct Message Taking", pp. 136-137, The Receptionist by Wood and McKenna Secretary Office Practice, Agnew "Reporting Telephone Calls", p. 2 How to Lose Your Best Customer Without Really Trying. (C& P Telephone Co.) The Language of Work, Educational Design
4. The student will describe the appropriate procedure for delivering a message to a worker. Re-write the message if necessary. Deliver promptly. Place message in a conspicuous place.	1. Arrange for students to have a shadow experience with a school secretary or a secretary of company. Students are to observe and report on the procedure in which messages are delivered. 2. Class discussion of the procedure.	The student will state orally or in writing at least 2 points to remember when delivering a message to a worker.	Shadow experiences

Objective	Activities	Evaluation	Resources
5. The student will describe the procedure for making an emergency phone call at work: give your name, give your location, give your phone number, state the exact nature of the emergency, state type of assistance required, have party repeat back all the directions,, stay calm.	1. Class discussion: "What is an emergency at work and what is not?" 2. Play the game Emergency: Students write an emergency situation on a piece of paper and put in a box. Teacher draws out one emergency at a time. Students are to determine whom should be contacted. 3. Encourage students who serve as volunteer firemen to discuss what procedures one should do in the case of an emergency. 4. Prepare a wall chart emergency phone call procedures to follow. 5. Have students listen to a tape on Business Vocabulary	The student will select from a list of items which should be carried out in an emergency phone procedure at work.	Paper, box Material for a wall chart The Language of Work, Educational Design
6. The student will describe the methods for dealing with problem phone calls.	1. Invite a worker from the complaint department of the telephone to speak about the manner in which complaints must be dealt with. 2. The teacher will prepare several hypothetical problem phone calls and read orally to the class. Follow by having students explain how they should deal with the problem.	Given several hypothetical problem phone call situations, the student will select the best response from a set of multiple choice answers.	Speaker Teacher-prepared situations

Objective	Activities	Evaluation	Resources
7. The student will discuss inappropriate uses of the telephone and explain their ramifications.	1. Class discussion: What are some of the inappropriate uses of the telephone? (Making personal calls, using phone for personal business, using phone to apply for another job on company time, criminal offenses such as bomb threats, harrassment, annoying calls, etc.) 2. Invite a police officer to speak to the class about ramifications of criminal use of the telephone. 3. Invite a vice-principal to speak to the class about why school employees should avoid use of the telephone for personal use. 4. Review the film How to Lose Your Best Customer Without Really Trying: Discuss the inappropriate use of the telephone in the film and how it affected the business.	The student will list at least 3 inappropriate uses of the telephone and possible ramifications.	Speakers How to Lose Your Best Customer Without Really Trying, C & P Telephone Company

B. Safety Vocabulary

Objective	Activities	Evaluation	Resources
8. The student will explain the purpose of safety and health regulations in a business.	1. As an introduction to safety, use the transparencies from General Shop Safety. 2. Invite a representative from the school safety committee to discuss the school regulations and the purpose behind each. 3. Have students bring in newspaper or magazine articles dealing with accidents on the job. Students may explain their article to the class. Then, compile a bulletin board of the articles. 4. Have those students who are on job placement find out the safety regulations for their company and report to the class. 5. Students without job placements may write to local industry to determine the safety and health regulations. 6. Distribute Career World, March '76, and have students read about the need for safety and health practices on the job.	The student will list at least 2 reasons why companies must have safety and health regulations.	Speaker Newspaper Magazines Materials for bulletin board Career World, March '76 General Shop Safety, 3M Company
9. The student will define the common safety terms of a business operation. (See list)	1. Students will individually look up each word in the dictionary and obtain definition. 2. Students will complete a teacher-prepared word search containing safety terms. 3. Plan a tour of a local large industry. Have students take note of the number of safety signs throughout the company. 4. Listen to a tape of "Safety" - Have students listen for words which are unfamiliar to them.	Students will complete a matching activity using common safety terms and definitions.	Dictionaries Teacher-prepared word search Tour The Language of Work, Educational Design

Objective	Activities	Evaluation	Resources
10. The student will identify various types of safety attire and the rationale for each.	1. Each student will view a filmstrip or read about a specific occupation to identify any safety attire. Report to the class. 2. Using magazines, the students will search for pictures representing worker safety attire. Have class prepare a bulletin board or collage. 3. Plan a tour of a local large industry. 4. Have students take note of the safety attire worn by employees. Ask tour guide to speak of the reasons for safety attire.	Given several working situations, the student will identify the safety attire an employee should wear.	Career filmstrips and books Magazines Materials for bulletin board or collage. Tour
11. The student will describe the variety of measures an employee must take in maintaining a clean, neat work area and discuss their importance to job safety: aisleways must be clear, flammable liquids must be kept in closed containers, combustible scraps should be removed at regular intervals, waste should be disposed of at regular intervals.	1. Class discussion of keeping a clean classroom and its importance to safety. Relate to job. 2. View a filmstrip on General Shop Safety. 3. Take students to visit the General Shop and have shop teacher explain the need for maintaining a clean, neat work area.	The student will list at least 2 measures for maintaining a clean, neat work area and explain the safety reason.	General Shop Safety, Mafex Media Aids, Inc. Tour of shop

Objective	Activities	Evaluation	Resources
12. The student will identify general safety measures to use when working with tools and machinery.	1. View a filmstrip on shop safety. 2. Take a tour of the Vo-Tech Center or a large company to learn of the safety measures for working with tools and machinery. 3. Have students discuss safety measures they take for machinery in the shop. 4. Have students read about safety measures for machinery using the OSHA Safety and Health Standards Digest.	The student will answer several multiple choice questions dealing with general safety measures to use when working with tools and machinery.	Safety at Work, Using Hand and Bench Tools, Scott Education Division Tour OSHA Safety and Health Standards Digest
13. The student will describe the general electrical safety procedures and hazards.	1. Invite the school General Electricity teacher to talk to the class about some of the electrical safety procedures and hazards. 2. Invite an electrician from a local civic organization to speak about safety procedures and hazards. Then, have students look for unsafe electrical practices at home. 3. Ask school maintenance personnel to demonstrate circuit-breakers and how to reset them. 4. Make a bulletin board of Do's and Don'ts of electrical practices.	Given a list of statements about electrical practices, the student will organize by Do's and Don'ts.	Speakers Pamphlet: What Everyone Should Know About Electrical Safety, Scriptographic Materials for bulletin board.

Objective	Activities	Evaluation	Resources
14. The student will demonstrate the proper procedures in lifting, carrying, and moving.	1. Students will read cartoon-format pamphlets which explain the proper procedures in lifting, carrying, and moving. 2. Show a film which explains the proper procedure for lifting, carrying, and moving. 3. Each student will demonstrate the proper method for lifting a large or heavy box, after the teacher has demonstrated the proper procedure. 4. Take a tour of the Vo-Tech Center warehouse to see the lifting, carrying and moving going on.	Given several series of pictures, the student will identify the correct postures for lifting, carrying and moving.	A,B,C's of Moving Things Safely, Scriptographic What Everyone Should Know About Lifting, Liberty Mutual Insurance Company Elementary Body Mechanics, Food and Nutrition Information Center, National Agriculture Library, Large boxes
15. The student will identify the major fire categories and establish the corresponding extinguisher for each.	1. Brainstorm to determine the 4 major types of fires, or have a fireman come in and talk. 2. Break students into 4 groups to prepare posters for each of the fire groups and the extinguisher for each. 3. If possible, have students locate the extinguishers around the school building and note the type. 4. Have those students who are working determine the type of extinguishers for their place of employment. 5. View the filmstrip General Shop Safety which points out the major fire categories.	Students will match the extinguisher with its appropriate fire category.	Speaker Materials for poster General Shop Safety, Mafex

Objective	Activities	Evaluation	Resources
16. The student will identify the personal health factors as they pertain to job safety. (Dangers of working when - faint, sick, overly-tired, under influence of drugs and alcohol.)	1. Class discussion of the effects of being faint, sick, or overly-tired at work. 2. View a filmstrip which explains the effect which drugs and alcohol have on the body. Follow by discussing how such effects would be hazardous to the job. 3. Invite a state policeman to speak about the effects of alcohol and drugs. Relate to job safety as well as transportation to and from work.	The student will state 4 violations of personal health factors and how they pertain to job safety.	Drug facts Origin, Processes, and Effects BFA Speakers Alcohol: The Social Drug/ The Social Problem. Guidance Associates
17. The student will match color-coding to its appropriate safety meaning.	1. Show the filmstrip General Shop Safety which points out that certain colors mean certain safety precautions. 2. Have students tour the school to determine any color-coding for safety.	The student will complete a matching activity for color and its corresponding safety meaning.	General Shop Safety, Mafex

Objective	Activities	Evaluation	Resources
18. The student will describe the proper procedures for handling emergencies.	1. Invite the school nurse to speak to the class about general first aid and display a first aid kit. 2. Invite a fireman or paramedic to come to the class to demonstrate the Heinrick Maneuver. 3. Class discussion of Do's and Don'ts of handling emergencies (e.g.-Do's - remain calm, know the location of fire extinguishers, know main power source for controlling emergencies, know where is emergency lighting.) Follow by having students prepare wall posters.	The student will answer several multiple choice questions dealing with handling emergency procedures.	Speaker First Aid Kit
C. Business Vocabulary			
19. The student will define the terms commonly associated with a business operation. (See list)	1. The students will find the definitions for each of the business terms. 2. Students may complete an activity in which they unscramble business terms. 3. Students will complete a teacher-prepared word search or cross-word puzzle utilizing business terms. 4. Show the film, What is Business? and have students take note of any unfamiliar terms.	Given a list of business terms, the students will fit the appropriate term to its meaning.	Dictionaries Teacher-prepared word search or cross-word puzzle What is Business? Sandler Institutional Films

Objective	Activities	Evaluation	Resources
20. The student will recognize a business order form and describe its function.	1. Obtain a selected number of business order forms to distribute to each student. Go over each part. 2. Each student will complete an order form, using its appropriate catalogue.	The student will be given a completed order form and will answer corresponding questions.	Business order forms Catalogues
21. The student will explain the function of employee evaluation sheets and define the terms which are commonly associated with it: quality, quantity, attendance, superior, satisfactory, unsatisfactory, punctuality, dependability, appearance.	1. Distribute a copy of the work study evaluation form to each student. Ask the work study coordinator to explain the function of the sheet and explain the terms. 2. Have students read about evaluation sheets in Changing a Job and complete the corresponding activities.	The student will state at least 2 purposes for the employee evaluation sheet and complete a matching activity using terms and definitions.	Work study evaluation sheets Changing a Job, Richard Turner, p. 25

Objective	Activities	Evaluation	Resources
22. The student will demonstrate the appropriate procedure in filling out an attendance sheet.	1. Distribute the attendance sheet developed for the work study program. Have students practice signing in and out for a week's period and total the hours. 2. Develop math lessons using attendance sheet to determine hours worked (Math for Employment).	Given an attendance sheet, the student will fill in the appropriate spaces as directed orally or in writing.	Attendance sheets Math for Employment, Mafex Associates, pp. 167 and 168
23. The student will read the parts of a time card and demonstrate appropriate procedure in punching in.	1. The student will complete workbook activities illustrating sections of the time card. (Mathematics for Citizenship, Mathematics for Living. 2. The student will punch in and punch out daily utilizing the time clock.	The student will identify by pointing the parts of the time card and punch in and out daily for a period of one week.	Mathematics for Citizenship, Mafex Associates, pp. 120-121 Mathematics for Living, Book II, Pruett, pp. 19-20 Time clock

Objective	Activities	Evaluation	Resources
24. The student will describe the function of an injury report: liability claims, statistical reporting.	1. Invite the school person in charge of accident reporting to speak to the class about why accidents must be reported. If possible, have speaker show the report.	The student will state 2 reasons for reporting an injury.	Speaker Injury reports
25. The student will explain the purpose of time study in industry.	1. Set up a simulated work situation in which students produce at different rates. Have students assigned to keep track of the various outputs per time period. Discuss. 2. Take a trip to the Sheltered Workshop to observe various work paces.	The student will state the major purpose of time study in industry.	Tour
26. The student will recognize a shipping form and identify its various components: date shipped, address to, address from, way it is to be shipped.	1. The students will view several types of shipping forms of several different companies - they will pick out the components that are alike from the forms. 2. Listen to a tape on Billing and Shipping	Given 10 forms, the student will choose the 5 shipping forms and state the 4 major components.	Shipping forms from several companies. The Language of Work, Educational Design

Objective	Activities	Evaluation	Resources
27. The student will recognize an inventory slip and describe its function.	1. Inventory slips from several companies will be displayed on the bulletin board. 2. Teacher discuss with the class the functions of the slip. 3. Trip to local industry to see inventory processes and slips. 4. The students will make a hypothetical inventory slip and take inventory of things within the classroom (chairs, desks, books, etc.)	The student will distinguish between inventory, shipping, receiving and injury slips and list the purposes of the slip.	Inventory slips Tour
D. Following Instructions			
28. The students will state the importance of following instructions on the job exactly as given.	1. Class discussion of consequences when you do not follow directions at home or at school - conclude with discussion on the job. 2. Use Comical Directions Test. 3. Discussion of consequences when not following directions while baking - then give them a chance to bake. 4. Listen to a tape on Understanding Instructions.	The student will list 4 reasons why he/she should follow directions as given.	Comical Directions Test Cookie recipe and baking needs. The Language of Work. Educational Design

Objective	Activities	Evaluation	Resources
29. The student will identify the various forms in which instruction might be given on the job. (written, oral, non-verbal)	1. The teacher will use the three types of instructions and the students will label them. 2. Give the students a chance to give directions to others using all three modes.	The student will list 3 types of instruction and when they might be used.	
30. The student will discuss the variety of problems which might arise when an employee does not follow instructions as given.	1. Class discussion on former work study students who lost their jobs because they didn't follow directions. 2. Role play activity of employer-employee in which the employee doesn't follow instructions and gets fired.	The student will state 3 problems which might arise when not following directions.	Teacher made activities
31. The student will demonstrate his/her ability to follow simple instructions for a given task.	1. Using the simulated workshop the students will follow the directions given by the teacher. 2. Student will follow the teacher's oral directions of making a simple design and then compare it to the teacher's copy.	Given a set of instructions, the student will complete the activity correctly.	Simulated workshop Teacher prepared activity

Objective	Activities	Evaluation	Resources
32. The student will discuss what an employee should do if he/she makes a mistake or doesn't understand instructions.	1. The student will relay on-the-job experiences where they did not follow instructions. 2. The student will try to follow difficult directions given by the teacher - use words they don't understand - very complicated so they must ask for help.	The student will list possible actions to take when making a mistake or not understanding directions.	Teacher-prepared activity
33. The student will discuss the importance of giving clear-concise instructions, particulary on the job.	1. Class discussion. 2. Following the discussion make a wall chart of reasons for giving clear, concise instructions.	The students will explain, orally or in writing, possible problems which might arise on the job if one does not give clear instructions.	Teacher-prepared activity.
34. The student will demonstrate his/her ability to give clear concise instructions for a simple task.	1. The student will give directions to his/her home, either orally or in writing. 2. The students will give concise instructions from their classroom to the cafeteria or other point in the building. 3. Given a teacher-prepared activity sheet, the student will select the set of instructions which is most clear and concise.	The student will select from four prepared sets of instructions, the one which is most clear and concise.	Teacher-prepared activity

Objective 9 - Common Safety Terms of a Business Operation

1. hazard -
2. maintenance -
3. construction-
4. electrical -
5. industrial -
6. chemical -
7. safety glasses -
8. caution -
9. slippery when wet -
10. danger area -
11. low clearance -
12. narrow passage -
13. watch for vehicles -
14. blasting area -
15. danger - falling objects -
16. hard hat -
17. wristlets -
18. exposed -
19. grounded -
20. high voltage -
21. high step -
22. toxic -
23. protection required in this area -
24. explosives -

Objective 19

Terms Commonly Associated with a Business Operation

1.personnel -

2.employer -

3.employee -

4.co-worker -

5.group leader -

6.foreman -

7.production -

8.quality control -

9.supervisor -

10.efficiency -

11.time study -

12.security

13.maintenance

14.infirmary -

15. inventory -

16.materials handling -

17.shipping -

18.receiving -

19.purchasing -

20.payroll -

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Name _____
Grade _____
Date _____

Job Communications Skills
Evaluation Exercise

(Circle the best response):

1. Answering the telephone correctly on the job is
   A. important if you are the secretary.
   B. important for every employee who might answer the telephone.
   C. not important as long as the company makes a good product.

(Circle the best response):

2. The way an employee answers the telephone
   A. reflects upon him/her as a worker.
   B. reflects upon the company.
   C. A and B above
   D. None of the above

3. When answering a business telephone, there are some correct ways to answer and some ways that are not correct. Of those below, put "yes" next to those that are correct and "no" next to those that aren't.
   _____A. "Hello".
   _____B. "Good morning, Cozy Cafe', may I help you?"
   _____C. "Black and Decker."
   _____D. "Yeah, Bob here".
   _____E. "Good afternoon, Clark Paper Company, Miss Jones speaking. May I help you?"
   _____F. "I'm on another line. Hold on."

4. You work for a local company and occasionally answer the phone. One day, you answer the phone and it's for someone else. You leave the phone to look for her. After 1 minute, you still haven't located the person being called. What should you do? (Circle the best response):
   A. Hang up
   B. Keep looking and don't return to the phone until you find the person.
   C. Go back to the phone and tell the person you are still looking.
   D. Either B or C

5. Put an "X" beside those items which should be included if you take a message for a co-worker.
   _____who the call was for
   _____the length of the phone call
   _____the name of the caller
   _____the date and time of the call
   _____your name
   _____the details of the message
   _____where the person may be reached

6. To make sure you have the correct message, you should:
   A. ask the caller to repeat the entire message.
   B. write the message down as the person gives it to you. Don't worry if you miss a few things.
   C. Repeat the message as you heard it and ask the person to make corrections as needed.

7. When you deliver a message to a co-worker, what two things should you keep in mind?
   1.
   2.

8. An emergency occurs at work and you need to report the problem to your supervisor by calling him right away on the company phone. Name 3 things you should remember to say or do:
   1.
   2.
   3.

9. You answer the telephone for the XYZ Tire Company. It is Mr. Brown, who is angry that one of his new tires he just bought from your company had a blow-out. What should you say to him? (Circle the best response)
   A. "If you had driven more carefully, you might not have this problem".
   B. "Im sorry, my job is to balance tires. I can"t help you".
   C. "Mr. Brown, let me refer you to our customer complaint representative. I'm sure Miss Gill will be able to help you".

(Circle the best response)

10. When you get an angry customer on the telephone, you should
   A. try to give information or answers which are vague. In other words, don't give out much information.
   B. try to put the blame on someone else who is not there.
   C. express regret and reassure the customer that the problem will be taken care of.
   D. A + C

11. There are several things you should not use your company phone for. Some are even illegal. Name 2 things you should not use the phone for:
   1.
   2.

12. What could happen to you for each of the above 2 things?
   1.
   2.

13. All companies have safety and health regulations. List 2 reasons why.
   1.
   2.

14. Safety rules are designed to protect
   A. each worker.
   B. the equipment.
   C. the entire company, including workers and equipment.

15. Below are some common safety terms. In the right hand column are some definitions. Place the letter of the definition in the blank next to its correct term:

1. toxic _____	A. little space between ceiling and floor
2. high voltage_____	B. provides protection for the head
3. blasting _____	C. poisonous
4. hard hat _____	D. lots of electricity
5. low clearance _____	E. take care in a dangerous situation
6. caution _____	F. exploding

16. Name 2 jobs that require a worker to wear special safety clothing or equipment. List the job and the safety clothing or equipment necessary.
    1.

    2.

(Circle the best response)

17. When anyone works around machinery he/she should not wear
    A. Loose long sleeves
    B. Long loose hair
    C. Ties
    D. Necklaces, bracelets
    E. All of the above

(Circle the best response)

18. A clean work area is very important because:
    A. it makes a good impression with your co-workers.
    B. it helps to prevent accidents.
    C. It's not really important at all. It's just important that you get your work done.

19. Put an X in front of all of the following that would be good safety actions on the job.
    _____ walkways should be kept clear
    _____ boxes should be piled high in the back of the room to save space.
    _____ oily rags should be kept in a box by the furnace
    _____ waste materials should be removed no more than once a week
    _____ flammable liquids should be kept in closed containers

20. Name one tool you can use without having to worry about safety.

21. The following statements are about working with electricity and electrical appliances. Some are Do's, some are Don'ts. After reading the list, put Do or Don't in the blank next to the statement.
    A. You should use electrical appliances when you are wet. _____
    B. If you get shocked by an appliance, unplug it. _____
    C. To unplug, pull on the cord, not the plug. _____
    D. Always try to repair an electrical appliance. _____
    E. Keep electrical cords from areas where they may be mashed or tripped over. _____

Circle the best response)

22. When you lift a heavy object, you should
    A. squat with your back straight and your feet far apart. Use your leg muscles to lift.
    B. bend your back and use your arm and back muscles to lift.
    C. bend over and use your arm and leg muscles to lift.

23. There are basically 4 types of fires. Each type requires a different kind of fire extinguisher. Match the correct extinguisher with its fire type:

A. Wood and paper ___	1. never water a conductible material, can use dry chemical
B. Oil, grease, paint ___	2. follow information on the materials
C. Electrical ___	3. carbon dioxide, foam
D. Combustible metals ___	4. water

24. In factories and shop areas, colors are used to provide safety clues. Match the following colors with their meaning.

A. yellow _____	1. fire equipment
B. red _____	2. first aid repair
C. green _____	3. caution area
D. orange _____	4. dangerous parts of machine

25. Below are some violations of personal health safety on the job. Explain briefly how each could lead to danger on the job.

A. You come to work sick:

B. You are under the influence of alcohol or drugs:

C. You got no sleep the night before and are really tired:

26. Put an X in front of the procedures below which are proper for handling emergencies:

_____ Stay as calm as possible.
_____ If someone falls, move him/her immediately.
_____ Notify someone in charge or the company doctor immediately.
_____ If someone is being shocked by electricity, touch him/her to stop the current.
_____ If a person is unconscious, make him/her take a drink of water.

27. When you go to work, you will need to become familiar with many new terms. Below in the left hand column are some terms. Match each word with its appropriate definition from the right hand column.

personnel _____	A. a list of materials owned by a business
employer _____	B. the act of sending goods to a buyer or a dealer
efficiency _____	C. the boss; you work for him
inventory _____	D. a list of persons receiving wages
shipping _____	E. doing the most in the least amount of time
payroll _____	F. having to do with making sure products are completed correctly
quality control _____	G. the workers in a company

(Circle the best response)

28. A purchase order is used for
A. sending money through the mail.
B. ordering products from a company or dealer.
C. calculating how much money the company has left in its account.
D. all of the above

29.

Purchase from: Black and Decker Hampstead,Md. 21074		Order # 53968 Date: 6/6/78	
Ship Prepaid - Direct to: Carroll County Board of Education 55 N. Court St., Westminster,Md.			
Quantity	Description	Unit	Amount
2	Belt Sander	45.00	$90.00
			Total $90.00

Answer the questions below based on the form:

A. What type of form is this? _____

B. Who is ordering the item? _____

C. When was the order written? _____

D. The materials are being ordered from which company? _____

E. What material is being ordered? _____

How many? _____

F. How much is the total order? _____

30. When you become an employee, you will receive an evaluation from your boss. Name 2 reasons you get this evaluation:

1.

2.

31. On any evaluation sheet, there are several terms which will be used. Match each term with its correct meaning.

quality _____	A. how much work you do
punctuality _____	B. trustworthy; reliable
quantity _____	C. how good your work is
dependability _____	D. record of days present
attendance _____	E. not up to minimum standards
unsatisfactory _____	F. being on time, promptness

32. On many jobs, you are required to fill out an attendance sheet.

Employee:			
	In	Out	Total Hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

On Monday, Wednesday, and Friday you arrive at 8:30 and leave at 4:30. On Tuesday, Thursday, and Saturday you arrive at 9:00 and leave at 5:00. Fill in the attendance sheet with the correct times.

33.

Westinghouse
Name: Jessica Stevens
Payroll period ending 9/29/78

Day	Date	Time In	Time Out	Hrs. per Day
M	9/25	8:00	3:00	
T	9/26	9:00	2:00	
W	9/27	10:00	2:00	
Th	9/28	9:00	4:00	
F	9/29	8:00	3:30	

1. Whose time card is this? _____
2. When does the payroll period end? _____
3. List the days she began work at 9:00 A.M. _____
4. On what day of the week did she work the least amount of time? _____

34. If you are a witness to an accident on the job, you must complete an injury report. Why?

35. (Circle the best response)
When a supervisor or foreman keeps track of your work output for a certain time period, it is called:
A. clock watching
B. time study
C. evaluation
D. all of the above

36. John has been given directions by his boss to go into the storeroom and make a list of all the items there, as well as how many there are of each. John would be using a(n)
A. purchase order
B. inventory sheet
C. invoice
D. time card

37. On the job, you will be given many instructions. Why should you follow the instructions your boss gives you? List 2 reasons why:

1.

2.

38. Your boss might give you directions in different ways. Name 2 different ways he/she might give you directions.

1.

2.

39. Circle the last letter of the word below which is not an animal:

A. Dog
B. Horse
C. Book
D. Pig

40. Circle the square in front of the word below which is the same as "happy".

A. ☐ angry
B. ☐ beautiful
C. ☐ glad
D. ☐ depressed
E. ☐ friendly

41. Put a line through the next to last word in the line below:

A. ☐ school
B. ☐ house
C. ☐ burn
D. ☐ furniture

42. Your boss gives you a long list of instructions and you don't really understand them. What should you do? (Circle <u>all</u> correct responses);

A. Ask your boss to repeat the parts you don't understand.
B. Tell the boss you understand and ask one of your co-workers to explain it to you.
C. Write down parts of the directions you need help in remembering.
D. Tell the boss his directions are too difficult.
E. Start the work even though you don't understand, and hope things become more clear later.

43. Suppose you need to give directions to a new worker. Name 2 things you should remember about giving the directions:

1.
2.

44. Which of the following sets of instructions is the most clear and concise? (Select the best response)

A. "Jane, I want you to check on the status of our order to Kelly's. While you do that, get me a Coke - no make that a Tab - get change for this $1.00 bill down from Tim in finance - office #206. By the way, it's Mr. Thomas in purchasing you want to talk to."
B. "Jane, please get out our purchase order #7085 to Kelly's. Take it up to Mr. Thomas in purchasing, and ask him to check on the status of our order.
C. Jane, find out what happened to our Kelly's order.

Paycheck

Prepared in Carroll County, Md.
Work Study Program

Paycheck

Long Term Goal: The student will be equipped with the basic skills and knowledge necessary for determining payment for work, interpreting the paycheck, and understanding the benefits derived from payroll deductions.

Rationale: Many handicapped students do not understand the concept of deductions, and feel cheated when they receive a paycheck which is less than they expected. Such disappointment often leads to job dissatisfaction and poor adjustment to the job.

Objective	Activity	Evaluation	Resources
1. The student will list various types of payment for work. (e.g. cash, check, tips, tuition payment, room and board, share cropping).	Discuss: Why do we need payment for work we do? Class discussion in which students describe how they or people they know have been paid. Continue discussion by providing examples of employees who receive the various types of payment.	The student will list three types of payment for work.	Classroom examples from teacher and students.
2. The student will describe various ways of earning pay. (e.g. hourly, piece work, by-weekly, monthly, by the job, etc.).	The student will read a workbook section illustrating various methods of payment, and complete accompanying questions. (Help Yourself to a Job, Part II). The student will complete workbook activities to illustrate piecework pay. (Mathematics in Living - Book II). Each student will interview one worker and find out how he/she is paid. Follow by having each report results to class.	The student will answer several multiple choice questions which deal with methods of payment.	Help Yourself to a Job, Part II, Finney, pp. 33-36. Mathematics in Living - Book II, Pruett Publishing Company, p. 34.

Objective	Activity	Evaluation	Resource Materials
3. The student will define the terminology associated with the topics of payment and paychecks.	Have students read Working With Others, which explains some of the paycheck terminology. Students will compile a list of the terminology associated with the paycheck. Could be developed into a bulletin board on which a large poster chart of a paycheck is surrounded by terms. Students will complete a teacher prepared crossword puzzle utilizing paycheck terms. (Could be done in small groups). Each student will prepare a word search utilizing terms from the paycheck. (May then exchange with other students.	The student will match several paycheck terms with their appropriate definition.	Working With Others, Steck-Vaughn, pp. 63-65. Materials for a bulletin board. Teacher prepared crossword puzzle. Grid paper.
4. The student will explain the sections of a time card.	The student will complete workbook activities illustrating sections of a time card. (Mathematics for Citizenship or Mathematics in Living, Book II). If available distribute time cards and discuss sections in class.	The student will identify various sections of the time card when asked by the teacher.	Mathematics for Citizenship, Mafex Assoc., pp. 120-121. Mathematics in Living, Book II, Pruett, pp. 19-20. Time Cards
5. The student will demonstrate the usage of a time card and time clock. (Or sign in/sign out sheet).	The student will punch in and punch out daily utilizing the time clock. (If clock not available, teacher may set up a sign in/sign out procedure).	The student will punch in and out correctly (or sign in/sign out). The student will turn in the time card or sign in/sign out sheet at the end of a time period.	Time Clock Sign in/Sign Out Sheet

Objective	Activity	Evaluation	Resources
6. The student will determine the number of hours worked for a given situation.	The student will review how to determine the hours elapsed by using a large classroom clock. The student will complete workbook activities which illustrate figuring hours worked per week in Mathematics for Citizenship or Mathematics in Living.	Given several situations the students will determine the number of hours worked for each.	Large clock Mathematics for Citizenship, Mafex Assoc., pp. 122-125 Mathematics in Living, Book II, Pruett, p. 21.
7. The student will calculate gross pay for a given situation.	Using Working With Others, students may read about figuring gross pay. Students may then complete the examples which follow. The student will complete workbook activities which illustrate determining gross pay. (Mathematics in Living). Those students who receive a paycheck will bring them into class. Follow by discussion of how gross pay was determined. Using the time cards (or sign in/sign out sheet) each student will determine hours per week they attended school. Have each student determine his/her salary at $2.65/hr., as if these hours had been devoted to working at a job.	Given several situations the student will determine gross pay earned for each	Working With Others, Steck Vaughn, pp. 65-67. Mathematics in Living, Book II, Pruett, pp. 23-35. Student's paycheck stubs Time cards, sign in/sign out sheets

Objective	Activity	Evaluation	Resources
8. The student will explain the deductions which are most frequently found with the paycheck.	The teacher will review the term "deduction" with class. Have students read about deductions on pp. 70 & 71 of Understanding Yourself or pp. 41 & 42 of Help Yourself to a Job, Part II. The entire class will view the filmstrip The Paycheck Puzzle. After viewing, each student will make a list of all the deductions mentioned in the filmstrip. (Or students as a group could develop a list.) Oral class reading and discussion of the Paycheck, which presents deductions in a story format. Individual students or small groups may listen to tape which discusses payroll deductions (On The Job).	The student will complete a matching activity in which he/she must match the deduction with its appropriate definition or explanation.	Understanding Yourself, Steck Vaughn, pp. 70-71. Help Yourself to a Job, Part II, Finney, pp. 41-42. Paycheck Puzzle, Guidance Associates. Paycheck, Follett Publishing Company. On the Job, Work of Work I, Educational Design.
9. The student will determine payroll deductions as being voluntary or involuntary.	The student will read about involuntary and voluntary deductions and answer the corresponding questions. (Help Yourself to a Job, Part II or Help Yourself to a Job, Part III, p. 47. Through class discussions the students will divide the deductions listed from viewing The Paycheck Puzzle into voluntary and involuntary deductions. Invite a representative from a personnel office to talk about the voluntary deductions offered in the company he/she represents.	Given a list of deductions the student will indicate those which are voluntary and those which are involuntary.	Help Yourself to a Job, Part II, Finney, pp. 41-42. Help Yourself to a Job, Part III, Finney, p. 47. Paycheck Puzzle, Guidance Associates Speaker

Objective	Activity	Evaluation	Resources
10. The student will determine net pay for a given situation.	The teacher will review the term "net pay" with the students, and explain how it is derived. Using several paycheck stubs belonging to students, the teacher will illustrate how net pay was determined for each. Have students read about determining net pay and perform the corresponding activities. (Help Yourself to a Job, Part III). After reading Part I of Paycheck, students may complete the exercises on p. 13 on which they are asked to determine net pay. Less capable students may refer to p. 11 of Going Places with Your Personality and answer those questions.	Given several situations, the student will determine net pay.	Help Yourself to a Job, Part III, Finney, pp. 47-48. Paycheck, Follett, p. 13. Paycheck stubs. Going Places With Your Personality, Lear Siegler, Inc/Fearon p. 11
11. The student will explain the concept of overtime and determine the amount of overtime worked in a given situation.	Class discussion of overtime: Have any of the students worked overtime? Why do people do it? If any students have worked overtime, invite them to bring in their stubs so students may examine. Have students read pp. 37-38 of Help Yourself to a Job, Part II, and complete accompanying activities. Have students perform the activities on pp. 126-128 of Mathematics for Citizenship.	The student will explain briefly the concept of overtime and determine hours worked overtime in a given work week situation.	Paycheck stubs Help Yourself to a Job, Part II, Finney, pp. 37-38. Understanding Yourself, p. 68. Mathematics for Citizenship, Mafex, pp. 126-128.

Objectives	Activity	Evaluation	Resources
12. The student will determine the overtime pay in a given situation.	The student will complete the activities dealing with overtime pay. (Help Yourself to a Job, Part II). The student may also complete the activities on pp. 68 & 69 of Understanding Yourself. For practice in determining pay for time and a half work, have students complete p. 129 of Mathematics for Citizenship.	The student will determine pay for several given situations.	Help Yourself to a Job, Part II, Finney, pp. 39-40. Understanding Yourself, Steck Vaughn, pp. 68 & 69. Mathematics for Citizenship, Mafex, p. 129.
13. The student will explain a pension plan and discuss some of the benefits received.	Group viewing of the filmstrip The Paycheck Puzzle in which the concept of pension is discussed. Have each employed student explore the pension plan offered at the company where he/she works. Student can report the findings to the class. Invite a panel of speakers to discuss the pension plans offered at their company (e.g. Black and Decker, Westinghouse). Student will read about pension plans in a workbook and answer the accompanying activities, (Help Yourself to a Job, Part III).	The student will complete multiple choice questions which deal with the concept of pension plan.	The Paycheck Puzzle, Guidance Associates. Speakers from industry Help Yourself to a Job, Part III, Finney Company, pp. 59-60.

Name _____
Grade _____
Date _____

The Paycheck
Evaluation Exercise

1. When you get a job, you will be paid for your work. Most often, people are paid by check. Name 3 other ways you or any worker could be paid for working.
   1.
   2.
   3.

2. You may have a job where your pay depends upon the amount of work you do. The more work you do, the more you will be paid. Your boss will call this kind of work: (Circle the best response):
   1. base pay
   2. piecework
   3. hourly wage

3. Your boss may pay you a certain amount of money for each hour that you work. This is known as getting:
   a. net pay
   b. paid by the job
   c. hourly wage

4. Match the following words with their best definitions:

base pay ____	1. money held back
deduction ____	2. your take home pay
fringe benefits ____	3. the money you earn for the regular daily work you do each hour, day, or week
time and a half ____	4. benefits other than wages
net pay ____	5. base pay plus an extra 1/2 of your base pay

Fill in the blank:

5. A _____ is a record of the time you work on a job.

(time card / time study / work report)

6. Below is a time card for a young girl who works as a nurse's aid at Carroll County General Hospital. Answer the questions by looking at the time card.

Carroll County General Hospital
Name: Laura Williams
Week Ending: November 4, 1977

Day	Date	Time In	Time Out	Hrs. per Day
M	10/31	8:00	3:00	
Tu	11/1	9:00	2:00	
W	11/2	8:00	4:00	
Th	11/3	9:00	12:00	
F	11/4	8:00	12:00	

1. Whose time card is this? _____
2. When does the payroll period end? _____
3. List the days she began work at 8:00: _____
4. List the days she left at 12:00: _____
5. On what day of the week did she work the longest? _____

7. Tom went to work at McDonald's this morning at 6:00 A.M. He won't get off from work until 1:00 P.M. this afternoon. How many hours will he have worked today?

8. Pat has a job helping out in a gas station. Each day she begins work at 11:30 in the morning and works until 4:00 in the afternoon. How many hours does she work each day?

9. Allan has a job working for a trucking company. He works anytime he is free from school and studying, as well as weekends.
The following is a schedule for one of Allan's pay periods;

Monday	1:00 - 5:00 _____	Thursday	3:00 - 5:30 _____
Tuesday	3:30 - 7:00 _____	Friday	2:00 - 4:00 _____
Wednesday	2:00 - 5:30 _____	Saturday	8:00 - 2:00 _____

How many hours did Allan work this week? (Show your work)

10. Cathy has a job babysitting most evenings and weekends. How many hours did she work for the week below? (Show your work)

Monday	7:00 - 9:15 _____
Tuesday	6:15 - 10:00
Wednesday	5:00 - 8:00 _____
Thursday	9:30 - 11:15 _____
Friday	8:00 - 1:00 _____
Saturday	9:30 - 1:00 _____

11. Sue has a job at the Pizza Hut after school and weekends. She works 20 hours each week. Her wages are $2.00 an hour. How much does she earn in a one week period?

12. Bob works in a pet store and earns $2.50 an hour. Below is a list of hours he worked for one week. How much did he earn for that week? (Show your work)

Monday	7:00 - 9:00 _____
Tuesday	6:00 - 9:00 _____
Wednesday	3:30 - 5:00 _____
Thursday	4:00 - 6:30 _____
Friday	5:00 - 7:00
Saturday	6:00 - 9:00 _____

13. Below is a list of deductions which may be found on your paycheck. Match the deduction with its correct explanation.

A. F.I.C.A	_____Money will be paid to a beneficiary when you die
B. life insurance	_____If you get sick or injured at home and can't work
C. health insurance	_____Social security tax
D. union dues	_____Company savings plan with low interest for loans
E. state disability insurance	_____Money taken out to pay for your belonging to a union
F. credit union	_____Money taken out which will cover your medical expenses

14. Some deductions you are required to have taken out of your paycheck. These are called involuntary deductions. Other deductions are voluntary. This means you may decide if you wish to have your money taken out. Below is a list of deductions. Indicate which are voluntary and which are involuntary using the following letters:

I - Involuntary
V - Voluntary

Social Security tax _____
Health insurance _____
State income tax _____
Credit union _____
Life insurance _____
Federal income tax _____

15. Below is a sample check stub for Susan who works at the shoe factory. Determine her net wages earned for the pay period. _____

Westminster Shoe Factory
Date 6-16-78

Gross Wages	$50.00
F.I.C.A	$2.50
State income tax	.50
Federal income tax	5.00
Other deductions	1.00
Total Deductions	_____
Net Wages	_____?

16. Phil worked 10 hours last week at his father's restaurant. He makes $2.66 an hour and had the following deductions withheld from his paycheck:

Federal income tax	$3.71
State tax	.74
Social security	.62

What is Phil's net pay?

17. If you work special hours or days in addition to your regular hours you are working _____.

18. Tom has a job at a toy manufacturing company. He regularly works 40 hours a week. Before Christmas, he is often asked to work extra hours. One week in November, Tom worked the following:

Monday	8:00 A.M. - 5:00 P.M.	_____
Tuesday	8:00 A.M. - 7:00 P.M.	_____
Wednesday	8:00 A.M. - 6:00 P.M.	_____
Thursday	8:00 A.M. - 6:00 P.M.	_____
Friday	8:00 A.M. - 4:00 P.M.	_____
Saturday	8:00 A.M. - 1:00 P.M.	_____

How many hours did he work overtime? (Show your work).

19. Ginny gets $2.00 an hour. If she works overtime, she is paid time and a half. How much does she make when she works one hour of overtime? (Show your work)

20. Pete is paid $2.40 an hour. If he works overtime, he is paid time and a half. How much does he make in 2 hours of overtime? (Show your work)

21. When Betsy works on Saturdays at the canning factory, she is paid double time. Her hourly wage is $2.50 an hour. How much did she make when she worked on Saturday from 9:00 - 12:00? (Show your work)

22. The following statements are about pension plans. Circle the one statement which is <u>incorrect</u>:
    a. A pension plan gives workers some income when they retire from their jobs.
    b. Employers, as well as the workers, make payments to the pension plan.
    c. You will find that pension plans are the same from company to company.

Bibliography

CAREER EDUCATION MATERIALS FOR THE LEARNING DISABLED

SELF-AWARENESS AND APPRAISAL

Materials in this section help the student focus on his interests, aptitudes, abilities, and strengths, so that he may be better prepared for selecting a career.

Available	Title-Description	Publisher
FSK, NC SC, WHS	Becoming A More Effective Person, by Stephen Udvari - Reading level - grade 5. A workbook which helps the individual develop awareness of his capabilities and deal effectively with events in his daily life. $1.44	Steck-Vaughn, 1973
FSK, NC SC, WHS	Career Decisions: Finding, Getting, and Keeping a Job. This kit helps the user become aware of the many influences upon job choice. Part 3 is used to increase self-awareness by analyzing personal strengths and weaknesses. Contains 3 filmstrips, 1 331/3 LP record, 5 overhead transparencies, student worksheets, and a teacher's guide. $14.50	J.C. Penny Co. Inc., 1974
FSK, NC SC, WHS	Career Development: Education for Living. Part III of this kit has the student examine himself in terms of values, influences, aptitudes, skills, needs, and preferences. Contains 1 filmstrip, picture cards, and teacher's guide. $13.75	J.C. Penny Co., Inc., 1974
FSK, NC SC, WHS	Going Places With Your Personality, by Charles Kahn, Robert Tong and Wing Jew. Reading level - grade 2.7. This easy to read workbook focuses on the personal attitudes and habits which lead to successful living. $1.41	Lear Seigler, Inc., Fearon Publishers, 1971
FSK, SC, WHS	It's Easy to Be Liked. This easy to read workbook asks the reader to look at himself to determine why others may not like him. It then offers advice concerning how to improve personal habits and manners to create a more likeable individual. $1.50	Finney Company, 1973
FSK, NC, SC, WHS	Job-O. In this quick, simple interest inventory, the student answers several questions about himself and then compares his responses to various job titles. Most students should be able to evaluate their own results. Booklets - $1.05, insert folder - .11 each.	CFKR Career Materials, 1974

Available	Title-Description	Publisher
NC	Jobs in Your Future, by Miriam Lee. This workbook is designed to have the student examine himself, and learn about jobs. Emphasis throughout is on the importance of a high school diploma. $1.00	Scholastic Book Services, 1973
FSK, SC WHS	Know Yourself. This workbook has as its aim the proper selection of a job by a young person. The contents are devoted to student rating sheets on such topics as: likes and dislikes, occupations that are of interest, relationships with others, aptitudes, etc. $2.16	Webster Division, McGraw Hill, 1966
FSK, NC SC, WHS	Me and Jobs, by Dennis Hooker and Almut Fleming. In this workbook, the student is asked to look at himself, and then look at jobs in terms of his unique abilities and needs. $3.00	Opportunities For Learning, 1974
FSK, SC WHS	Occupational Essentials: Skills and Attitudes for Employment. Chapter I of this workbook is a self-inventory. The reading level is a little difficult, but the wealth of information and suggestions it provides make it a valuable teacher resource. $3.95	h.c. Johnson Press, Inc., 1974
FSK, NC SC, WHS	The Person You Are, by Richard Turner. Reading level - grade 4. This workbook includes reading selections dealing with self-control, use of leisure time, and personality. $1.20	Follett Educational Corp., 1974
FSK, NC SC, WHS	Search for Meaning. This kit contains a series of teacher-led activities dealing with self-understanding. It is designed for use at the junior high level but the activities are applicable for the high school special student. Little reading required. Contains a book of 71 spirit masters and an 88 page teacher text. $44.95	Pflaum/Standard, 1974
FSK, SC WHS	Selecting a Vocation. Filmstrip 1 of this set of filmstrips asks the student such questions as: What am I good at? Where do my interests lie? Will the hours I am to work fit into my lifestyle? Filmstrip 2 focuses on evaluating jobs, and the remaining filmstrips focus on various occupational clusters. Contains 8 cassettes, 8 filmstrips, teacher's guide. $99.00	Coronet Instructional Media, 1974
FSK, NC SC, WHS	Turner Career Guidance Series, by Richard Turner. Reading level - grade 5-6. The 6 books provide a continuous story of the practical job experiences of several adolescents. Each book contains short stories dealing with a major concern of occupational and career experience. Identifying aptitudes, skills, interests, and abilities is emphasized throughout all the stories. In addition, the series provides information on the qualifications, training, expectations, etc. in many fields, as well as the many forms and procedures in the world of work. Activities and exercises follow each short story. The titles are:	Follett Educational Corp., 1974

Available	Title-Description	Publisher
	Wanting a Job Training for a Job Starting a Job Looking for a Job Holding a Job Changing a Job Each individual workbook - $.90 Teacher's guide - $1.50	
FSK, NC SC, WHS	Understanding Yourself, by Stephen Udvari. Reading level - Grade 5. This workbook covers all facets of the individual: his heredity and environment, his needs as a human being, and his values. $1.44	Steck-Vaughn, 1973
FSK, SC WHS	Understanding Yourself. This two-part sound filmstrip is designed to exemplify the premise -- to understand others, you must first understand yourself. It begins by discussing uniqueness based on genes, culture and experience and proceeds to discuss the many learned responses each individual has by the time he is an adult. It emphasizes that once you learn to respect others uniqueness and trust that they respect your uniqueness, you are showing the maturity that comes with understanding yourself. Contains 2 filmstrips, 1 cassette, guide. $25.00	Universal Education and Visual Arts, 1971
FSK, SC	What Employers Want, by James C. Worthy. This book provides basic information regarding what an employer is seeking when he hires someone, and how a young person can analyze his/her abilities for presentation to an employer. $1.20	Science Research Associates, 1971
FSK, SC	Your Attitude is Changing, by E. Chapman. Reading level - grade 6. This book is divided into 3 parts dealing with: personality and how to build a more positive attitude, the world of work and jobs available to be prepared for, and how to keep a job or move to a better one. $3.60	Science Research Associates, 1966
FSK,SC	Your Personality and Your Job, by Daniel Sinick. This book discusses the personality of the individual and the personality of the job and how these two must mesh to insure job satisfaction. The reader is asked to look carefully at himself and his job choices. Examples are given to illustrate aspects of personality which should be considered in job selection. $1.20	Science Research Associates, 1971

INTERPERSONAL RELATIONSHIPS

Materials in this section place emphasis on the individual's relationship with others. Of particular importance to the high school student is his relationship with peers and family.

Available	Title-Description	Publisher
FSK, NC SC, WHS	Be-Attitudes - A set of filmstrips dealing with "Human Relations Vitamin Deficiency". The focus is on the 4 areas of Self Esteem, Awareness, Enthusiasm, and Integrity. Good introduction to unit on human relations. Contains 4 filmstrips, 4 cassettes. $260.00	Carlocke/Langden Inc., 1969
FSK, NC SC, WHS	Communicating With Others, by Stephen Udvari. This workbook deals with how to get through to others through actions as well as speech. Through discussion of such topics as making and keeping friends, the student is hopefully brought to the point of learning to deal with criticism, appreciating the point of view of others, and communicating effectively. $1.44	Steck-Vaughn, 1973
FSK, SC NC	Coping With Series, by C. Gilbert Wrenn and Shirley Schwarzrock. Coping With Cliques (1971) helps the reader understand cliques. Suggestions are given for managing the shut-out feeling, and for evaluating one's personal attributes in relationship to clique membership. Do I Know the Me Others See? (1973) helps the reader become more aware of his impression on others. This book attempts to explain the difference between the individual's idea of his impression on others and that actual impression. Easing the Scene (1970) includes insight into three problem areas concerning our behavior with others: conduct in public places, inclusion of newcomers, and introductions. My Life - What Shall I Do With It? (1973) examines the problems which youth face today when attempting to select a vocation. Philosophy about life in relationship to careers is explored. Living with Differences (1973) is a book about accepting differences as assets and accepting people as unique individuals. Living with Loneliness (1970) provides suggestions for creating a balance between being alone and being with others. To Like and Be Liked (1970) suggests that relationships can be improved if we show others our acceptance and appreciation. You Always Communicate Something (1973) demonstrates the ways in which communication is achieved - conscious or unconscious and intended or unintended. Some aids are presented for helping the student communicate that which he intends and to become aware of his actual communication. Each book - $1.00	American Guidance
FSK, NC SC, WHS	The Family You Belong To by Richard Turner. Reading level - grade 4. Gives the student clues on how to get along with his family. Student workbook - $1.50	Follett Publishing Company, 1974
FSK, SC WHS	The Friends You Make by Richard Turner. Reading level - grade 4. Stresses the importance of teamwork in the realm of how to make and keep friends. Student workbook - $1.50	Follett Publishing Company, 1974

Available	Title-Description	Publisher
FSK, NC SC, WHS	Going Places With Your Personality by Charles Kahn, Robert Tong and Wing Jew. Reading level - grade 2.7. This easy to read workbook focuses on the personal attitudes and habits which lead to successful living.	Lear Seigler, Inc. Fearon Publishers, 1971
FSK,SC WHS	It's Easy to Be Liked. This easy to read workbook asks the reader to look at himself to determine why others may not like him. It then offers advice concerning how to improve personal habits and manners to create a more likeable individual. $1.50	Finney Company, 1973
FSK, NC SC, WHS	Person to Person,,,Making Communication Work For You. This ten minute, 16 mm film explores the areas of facial expression, body language, eye contact and vocal enthusiasm. Examples of both positive and negative communications are seen. $140.00	Sandler Institutional Films, Inc.
FSK, NC SC, WHS	The Person You Are by Richard H. Turner. Reading level - grade 4. Discusses problems the teenager has in the process of forming his self-concept. Includes selections dealing with self-control, use of leisure time, and personality. Student workbook - $1.20 Teacher's guide - $1.65	Follett Publishing Company, 1974
FSK, SC	Saturday Night by Marjorie Holmes. This is a novel concerned with the problems of friendship and fear of being "out of the crowd".	Scholastic Book Services, 1959
FSK, SC	Senior Year by Marjorie Holmes is the story of a girl's senior year in high school and how it brings fun, troubles, and important decisions.	Scholastic Book Services, 1949
FSK, NC SC, WHS	What Do We Look Like to Others? is a 10 min., 16 mm film in which the viewer is constantly reminded that he is seen before he is heard. The point is made that no matter how talented and competent we are, it is others who will decide how far we go. $140.00	Sandler Institutional Films, Inc.
FSK, NC SC, WHS	Working With Others by Stephen Udvari. Reading level - grade 5. This workbook provides information for a person looking for a job and gives suggestions for successfully holding a job and getting along with co-workers. Also covered are application forms, interviewing, and the pay-check. $1.44	Steck-Vaughn, 1973
FSK, SC	Your Attitude is Showing by Elwood Chapman. Reading level - grade 6. No matter where you are or what you are doing, your attitude is showing. This book deals with many different on-the-job situations and how to handle them and provides tips on how to succeed on a new job. The emphasis throughout is on the individual and his important role in successful human relationships. $3.60	Science Research Associates, 1972

VALUES AND DECISION-MAKING

Values clarification and the decision-making process are important aspects of career education. The following materials are designed to help the student identify his values, improve his decision-making skills, and apply this knowledge to making career decisions.

Available	Title-Description	Publisher
FSK, NC SC, WHS	Career Development: Education for Living. This kit is designed to help students look at their attitudes about work and develop their own work value system. The changing work values are discussed as well as the true meaning of work. Contains 1 filmstrip, 1 cassette, a teacher's guide, 8 picture cards, a case study, worksheet, and posters.$13.75	J.C. Penny Co., Inc. 1974
FSK, NC SC, WHS	Career Values: What Really Matters to You? These sound filmstrips help students acquire the skills they need to achieve self-knowledge. It explains the skills of identifying personal values, ranking them and creating individual priorities, and applying this knowledge to career choice. Contains 5 filmstrips, 5 cassettes, and teacher's guide. $110.00	Guidance Associates, 1974
NC	Developing Values (Series: The Adolescent Experience). In this sound filmstrip, the development of values is traced, and three value-laden conflicts are presented. Students are asked to make decisions regarding these situations. Contains 2 filmstrips, 2 cassettes, guide. $48.50	Guidance Associates, 1973
FSK, SC WHS	Fundamentals of Thinking Series. This series of nine captioned filmstrips teaches the student the necessary skills for improving his ability to reason. The skills are essential for decision-making as well as for clear communication. The titles are: Comparisons, Assumptions, Classifying, Critical Thinking, Problem Solving, Interpreting, Summarizing, Observing, and Analyzing. $55.55	Eye Gate House, 1962
FSK, NC SC, WHS	An Introduction to Value Clarification. This kit is comprised of eight exercises which encourage thinking about value-laden choices. The focus in on two questions: What is important to you? and What do you value? It requires some modification before it can be used with the EMR student. However, it can serve as a means by which thinking about values can be started. Included are posters, transparencies, and worksheets. $10.70	J.C. Penny Co., Inc., 1972
FSK, NC SC, WHS	I'd Rather Do It Myself If You Don't Mind, by C. Gilbert Wrenn and Shirley Schwarzrock. (From the "Coping With" Series). A basic book about learning to make better decisions by oneself. $1.00	American Guidance Service, 1973

Available	Title-Description	Publisher
FSK, NC SC, WHS	Making Decisions. These sound filmstrips attempt to teach a strategy that will aid in making better decisions. The content is sufficiently general to cover any situation requiring a decision. At the same time, the viewer is provided with examples of how some young people decide on matters. Contains 4 filmstrips, 2 cassettes. $42.65	Eye Gate House, 1974
NC	My Life - What Shall I Do With It? by Shirley Schwarzrock and C. Gilbert Wrenn. (Coping With" Series). Discusses problems youth face in choosing and finding a career. The importance of life style and values is also explored. $1.00	American Guidance Services, Inc. 1973
FSK, NC SC, WHS	Search For Meaning. This kit contains a series of teacher-led activities dealing with self-understanding and values clarification. It is designed for use at the junior high level but the activities are applicable for the high school special student. Little reading required. Contains a book of 71 spirit masters and an 88 page teacher text. $44.95	Pflaum/Standard, 1974
FSK, NC SC, WHS	Understanding Yourself by Stephen Udvari. Reading level - grade 5. This workbook discusses how values are formed, and the student is asked, "What things do you value most?" $1.44	Steck-Vaughn, 1973

THE JOB SEARCH

This section contains materials that will help the student in his search for a job: obtaining job leads, reading the want ads, using employment agencies, talking with people, etc.

Available	Title-Description	Publisher
NC, WHS	Finding a Job Series. This set of sound filmstrips is designed to present the essentials of finding a job to the mentally handicapped student. The filmstrips give a variety of suggestions for finding job leads - looking at want ads, using private employment agencies, state employment agencies, etc. Contains 5 filmstrips, 3 cassettes, guide. $74.00	Interpretive Education, 1973
WHS	Finding and Getting a Job. This set of six sound filmstrips covers the broad range of topics from choosing a career through the application and interview process to the first months on the job. $60.50	Society for Visual Education
FSK, SC	Finding Your Job Series. These six sound filmstrips discuss the numerous questions involved in locating and securing a job. The filmstrip Job Shopping describes places to find jobs. Other titles in the series are: Working for Someone Else discusses work in general. What Can You Do? helps the student evaluate his interests and capabilities. The Job Interview gives an outline of what the job interview is like. Getting a Better Job makes the point that finding a better job is finding one that brings you closer to your career goal. Finding Your Career deals with making decisions about one's eventual career goal. $59.75	Eye Gate House 1972
FSK, SC NC	Finding Your Job Workbook is an easy-to-read workbook which covers the entire field of employment-seeking. Reading level - grade 4. Student Workbook - $1.50 Teacher's Manual - $.75	Finney Company, 1974
FSK, SC WHS	Help Yourself to a Job, Books I, II, and III by Yvette Dogin. Each of these three books includes the basics of getting and holding a job. Workbook - $1.50	Finney Company, 1974
FSK, NC SC	How to Get a Job and Keep It by Dorothy Goble is a workbook which provides exercises on planning for a job, including the job search. Also covers topics of writing a letter of application, interviews, and keeping a job. Student workbook $1.23	Steck-Vaughn, 1975

Available	Title-Description	Publisher
FSK, NC SC, WHS	How to Get that Job. This set of six filmstrips covers five major job-related areas: how to select a job, what employers are looking for, how to find a job by using the media and employment agencies, what a job interview is like, and how to do ones best on employment tests. Includes 6 filmstrips, 3 cassettes, and teacher's guide. $65.49	Bowmar, 1974
FSK, SC	How to Get THE Job by Mitchell Dreese covers the topic of job hunting from planning the campaign to landing the job and being successful at it. $.88	Science Research Associates, 1971
FSK, NC SC, WHS	A Job for You by Phyllis Dubnick provides ideas for locating job openings. It also covers writing a resumé, locating a job opening, getting an interview, writing letters of application, and getting along successfully on the job. $1.56	Steck-Vaughn, 1967
FSK, NC SC, WHS	Job Hunting: Where to Begin. These sound filmstrips provide basic information and skills needed for successfully obtaining employment. Part I discusses locating job opportunities through reading the want ads, using employment agencies, going directly to the company where you wish to work, and obtaining apprenticeships. Part II presents dramatizations of typical problem situations that are intended to be used as starting points for discussion. Contains 2 filmstrips, 2 cassettes, and teacher's guide. $48.50	Guidance Associates, 1972
NC	Knowledge Needed to Obtain Work by Thomas Jackson. This set of 64 transparencies with accompanying text provides information on: Selecting a Job, Finding Employment Openings, Filling Out An Application, Preparing to Take an Employment Test, Preparing for the Interview, Interviewing, and Following up on Job Applications. $53.50	Science Research Associates, 1973
FSK, SC WHS	Occupational Essentials: Skills and Attitudes for Employment by David J. Richter. This workbook, with accompanying teacher's manual, helps students attain skills and attitudes necessary for finding and maintaining a job. It includes the topics looking for and effectively securing a job, taking a self-inventory, and leaving a job. $3.95	h.c. Johnson Press, Inc., 1974
FSK, NC SC, WHS	Working With Others by Stephen Udvari. Reading level - grade 5. This workbook gives the student information about and practices in finding a job. Also includes interviewing for a job, getting along on the job, and computing pay for the job. $1.44	Steck-Vaughn, 1973

Available	Title-Description	Publisher
NC	You and Your Job. Part I of this set of sound filmstrips thoroughly covers the topic of finding job leads: talking with counselors, using employment agencies (state vs. private), using Vocational Guidance services, reading the want ads, volunteer work as a means to obtaining employment, etc. The remaining sections are devoted to: II. Job Resumes, Applications, and Interviews, III. The First Week, IV. Part of the Team, V. Taking Supervision, and VI. Looking Ahead. Contains 6 filmstrips, 6 cassettes, and teacher's guide. $80.00	Coronet Instructional Media, 1973

COMPLETING APPLICATIONS AND OTHER FORMS

The following section contains materials which teach the fundamentals of filling out forms essential to obtaining employment and successfully maintaining oneself in the world of work.

Available	Title-Description	Publisher
NC, SC WHS	Applications and Forms Series. This set covers several types of forms including job applications, social security, work permits, etc. It deals primarily, however, with how to complete job applications. Each section of the application is covered separately on the filmstrips and the accompanying student workbook offers exercises dealing with each section. Contains 5 filmstrips, 3 cassettes, guide, and student workbooks. $115.00	Interpretive Education, 1973
WHS, NC	Finding a Job Series. This set of sound filmstrips also includes the topic of job applications. For further description of this material, please see section: The Job Search. $74.00	Interpretive Education, 1973
WHS	Finding and Getting a Job. For description of this set of sound filmstrips, please refer to section: The Job Search. $60.50	Society for Visual Education
FSK, NC SC, WHS	I Want to Work for Your Company. In this 16 mm film, viewer sees a young man completing an application during his first job interview. The viewer is reminded to take something to write with, to answer all questions on the application, and ask questions about things he does not understand. $140.00	Sandler Institutional Films, Inc.
FSK, SC WHS	The Jobs You Get by Richard Turner. (Turner-Livingston Reading Series) Reading level - grade 4. This workbook offers sample applications, interview suggestions, and information on employment agencies and want ads. Set also includes a teacher's manual. $1.20	Follett Publishing Company, 1974
NC	Knowledge Needed to Obtain Work by Thomas Jackson. This set of 64 transparencies contains a section on completing applications. For further description, refer to section: The Job Search. $53.50	Science Research Associates, 1973
FSK, NC SC, WHS	My Job Application File by Charles Kahn, Robert Tong, and Wing Jew. Reading level - grade 3. This workbook covers thoroughly all aspects of the application. Exercises cover neat printing, key words and abbreviations, and each section of the application from personal history to references. Nine different applications are included to demonstrate the varying requirements of applications and to provide practice in filling them out. $1.95	Allen T. Kahn Publishers, 1975

Available	Title-Description	Publisher
FSK, SC WHS	Occupational Essentials: Skills and Attitudes for Employment by David J. Richter. Among the many career-related topics covered in this workbook are filling out applications. Student workbook - $3.50	h.c. Johnson Press, Inc., 1973
NC	You and Your Job. This set of sound filmstrips includes a section on completing applications. For a further description, please refer to section: The Job Search. $80.00	Coronet Instructional Media, 1975
FSK, SC WHS	Your Job and Your Future, Book I by James Olsen. This workbook gives exercises in completing applications and writing a resume as well as giving career information about opportunities in the automotive trades, the transportation industry, building trades, and service occupations. $1.48	Webster Division, McGraw-Hill, 1968

JOB INTERVIEWING

Materials in this section cover the job interview process: preparing for an interview, do's and don'ts of the interview process, and follow-up procedures.

Available	Title-Description	Publisher
WHS, NC	Finding a Job Series. Part III of this set of sound filmstrips covers the basics of good personal appearance for interviewing. Part IV is devoted to the do's and don'ts of the interview process and Part V discusses the role of the personnel director. Contains 5 filmstrips, 3 cassettes, and guide. $74.00	Interpretive Education, 1973
WHS	Finding and Getting a Job. For a description of this set of sound filmstrips, please refer to section: The Job Search. $60.50	Society for Visual Education
FSK, SC	Finding Your Job Series. The filmstrip The Job Interview gives an outline of what the job interview is like. For further information on this series, please see section: The Job Search. $59.75	Eye Gate House 1972
FSK, SC WHS	Help Yourself to a Job I by Yvette Dogin. This workbook provides a section on interviews, as well as the other basics of getting and holding a job. $1.50	Finney Company 1974
FSK, NC SC, WHS	How to Get a Job and Keep It by Dorothy Goble. For a description of this workbook, see section: The Job Search. $1.23	Steck-Vaughn, 1975
FSK, NC SC,WHS	How to Get that Job. For a description of this set of sound filmstrips, please refer to section: The Job Search. $64.59	Bowmar, 1974
FSK, NC SC, WHS	I Want to Work for Your Company. The first job interview is the subject under review in this 16 mm film. Specific tips for approaching this interview are depicted. $140.00	Sandler Institutional Films, Inc.
FSK, SC NC, WHS	A Job for You by Phyllis Dubnick. This paperback text contains sections on Interviewing and Taking Employment Tests. For a further description of this material, please refer to section: The Job Search. $1.56	Steck-Vaughn, 1967
NC	Knowledge Needed to Obtain Work. This set of 64 transparencies covers the topics of preparing to take an employment test, preparing for the interview, interviewing, and following up on the interview. $53.50	Science Research Associates, 1973
FSK, SC	Looking Great on a Shoestring Series. This series of six filmstrips offers young women many suggestions for improving their appearance. It is included in this section for its value in regard to the interview situation:	Eye Gate House 1972

Available	Title-Description	Publisher
	A History of Style and Vogue presents background information about styles of the past and distinguishes between the vogue of the moment and styles that will last. Finding What's Right For You notes that the student is the only person who should decide what kinds of clothes to buy and offers suggestions for minimizing figure faults. Face Facts describes the proper diet for healthy skin, offers hints for skin care, and describes the use of cosmetics. Figure Facts describes the proper diet and exercise for a trim figure. Advice is also given on the selection of undergarments. Putting It Together So It Works describes the contents of a basic wardrobe and shows how the separate elements can be mixed. Doing It All on a Budget tells how to shop to get the most for your money. $59.75	
FSK, NC SC, WHS	My Job Interview Guide by Arnold Livingstone. Reading level-grade 2.6. This workbook presents a series of 15 realistic, high interest, job interview situations. From observing the job interview experiences of others, students should be able to analyze their own job interview skills. $3.25	Janus Book Publishers, 1974
WHS, NC	Preparing for an Interview. In this sound filmstrip, it is emphasized that the interview provides the opportunity to ask oneself the questions: Does the job fit me? and Do I fit the job? Also the point is made that the first impression one gives is the only impression. Contains 1 filmstrip and 1 331/3 LP record.	J.C. Penny Co. Inc., 1974
NC	You and Your Job Interview. This two-part sound filmstrip is designed to help the students understand the components of the job interview process. Part I points out that many aspects of the interview are similar to situations in daily life. (Listening attentively, speaking clearly, etc.) Part II presents four job interview situations and the viewer is encouraged to evaluate each interview. Contains 2 filmstrips, 2 cassettes, guide. $48.50	Guidance Associates, 1975
FSK, SC	Your Job Interview. This two-part sound filmstrip covers the pre-interview preparations that each job seeker should make as well as advising the applicant on how to dress and generally conduct himself during the interview. Contains 2 filmstrips, 2 cassettes and a guide. $48.50	Guidance Associates, 1966

CAREER EXPLORATION

This section of the bibliography consists of materials which will give the student information about various careers, including job descriptions, working conditions, education and training requirements, etc.

Available	Title-Description	Publisher
FSK, NC SC, WHS	Accent/Jobs and Job Models. These workbooks present five-part stories on common work experiences of students. Paycheck (1974) clarifies concepts about take home pay, tax deductions, and union dues. Retail Salesclerk - Yardgoods (1967) shows the student what to expect in this kind of job and explains the skills required by someone employed as a yardgoods clerk. Service Station Attendant (1968) shows what is required in this type of job. Workbook - $.90	Follett Publishing Company
WHS, NC	Building Trades Workers. This set of ten filmstrips clearly shows the tasks performed by people who work in the construction field. Information is given concerning working conditions, duties and possibilities for advancement for: the exterior painter, the interior painter, the roughing carpenter, the finishing carpenter, the concrete block layer, the plasterer, the sider, the bricklayer, the plumber, and the roofer. Contains ten filmstrips and five cassettes. $99.50	Eye Gate House, 1972
NC	Career Crosswords by Lawrence Charry and Jeri Schapiro. Reading level - 4th - 6th grade. This set of transparencies and spirit masters presents career-related information in crossword puzzle format. $11.50	Scholastic Book Services, 1973
FSK, NC SC, WHS	Career Education Clusters. This series of sixteen filmstrips offers an overview of each of the 15 career clusters established by the U.S. Office of Education. An overview filmstrip to the set introduces the cluster concept. Set I - Agribusiness, Manufacturing, and Construction Set II - Business and Office, Marketing and Distribution, and Transportation. Set III - Communications and Media, Fine Arts and Humanities, and Consumer and Homemaking. Set IV - Health, Environment, and Marine Science Set V - Hospitality and Recreation, Personal Services and Public Services. Entire Set - $298.00	Westinghouse Learning Corporation, 1973
FSK, NC SC, WHS	Career Exploration Series. Each of the sets in this sound filmstrip series includes: One overview strip and five specific job classifications within the cluster, 3 cassettes, 2 guides and 50 student rating sheets. At appropriate points in the presentation, the student is asked to rate his interest in the career based upon what he has seen and heard to that point.	Acoustifone, 1972, 1973

Available	Title-Description	Publisher
	Automotive Repair - Land Transportation, I	
	brake and suspension specialist	
	engine repair specialist	
	fuel and electrical systems specialist	
	transmission specialist	
	paint and body specialist	
FSK, SC only	Building Trades - Construction	
	carpenter	
	electrician	
	painter/paper hanger	
	plumbing and heating specialist	
	brickmason	
	Clerical Occupations - Office Staffing	
	secretary	
	clerk typist	
	medical record technician	
	file clerk	
	receptionist	
	Food Services - Serving People, I	
	baker	
	meat cutter	
	catering truck operator	
	cook helper	
	chef	
WHS, NC only	Graphic Services - Business Needs, II	
	draftsman	
	illustrator	
	advertising production artist	
	silk screener	
	commercial photographer	
	Metalworking - Manufacturing II	
	welder	
	machinist	
	electroplater	
	sheet metal worker	
	foundry worker	
	Personal Service - Serving People, II	
	beautician	
	barber	
	laundry/dry cleaner	
	physical health specialist	
	domestic animal care specialist	
	Plastics, Forming and Design - Materials for Society, I	
	plastic lay-up man	
	mold maker	
	patternmaker/foam die maker	
	mold setter	
	machine operator	

Available	Title-Description	Publisher
	Printing - Communication, I pressman graphic arts cameraman typesetter photoengraver stripper/platemaker Public Utilities - Public Services, I telephone operator lineman customer service representative serviceman warehouseman Repair and Maintenance - Mechanical Service Needs major appliance repairman heating and air conditioning serviceman building maintenance man small engine repairman motorcycle repairman Sales-Marketing and Distribution retail salesman wholesale salesman direct salesman service salesman customer relations representative Trucking - Land Transportation, II long haul truck driver short haul truck driver routeman dispatcher fleet maintenance man Each set - $59.50	
FSK, NC SC, WHS	Career Flashcards. Contains one set of teacher's rebus cards and two sets of student cards. Questions on the back can be used to stimulate discussion about jobs. $8.50	Counselor Films, Inc., 1974
FSK, NC SC, WHS	Career World. This magazine is published each month throughout the school year. Each issue focuses on one particular job area or cluster and provides up to date information on the job conditions, training and education required, salary, outlook for the future, etc. Subscription - $3.50/yr.	Curriculum Innovations
FSK, NC SC, WHS	Careers series. Each set in this series contains 2 filmstrips, 2 cassettes, and a guide. Part I of each set provides an introduction and general overview of that career area, while Part II describes in more detail specific jobs within that area:	Pathescope Educational Films, Inc. Associated Press

Available	Title-Description	Publisher

Careers in Community Service
Community service offers a wide variety of jobs from fire fighting and waste disposal to repairing the streets and maintaining swimming pools and tennis courts. Many jobs do not require higher education and opportunities for advancement are excellent. Interviews focus on the desire to serve the public and the need for developing skills.

Careers in Fashion and Textiles
The fashion industry is a major force in the economy of the United States and textile's future is pretty well assured since textile products are a basic commodity. Jobs range from manufacturing to design of fabrics and clothes and from retail sales to research. The variety of occupations is endless and many of them are covered in these filmstrips.

Careers in Food Service
This program deals with the actual distributing, preparing and serving of food in places from small diners and gourmet restaurants to franchises and large institutions. A liking for good food and a desire to please the public are necessary for the wide variety of jobs in the field.

Careers in Health Services
Jobs in and around hospitals are many and varied--technicians, laboratory and ambulance personnel, social workers, dietitians, administrators--the list is long. Health work outside the hospital is equally varied. This program discusses the educational requirements, personal qualifications and satisfactions of a wide variety of health jobs.

Careers in the Leisure Time Industry
With shorter working hours, Americans have more leisure time. This is creating more and more jobs in the leisure time industry, many of which require only a high school education. Sports instructors, travel agents, jobs at health resorts, ski resorts, and amusement parks are just some of the areas covered in this program.

NC only — Careers in Nursing
Some of the specialists within hospital nursing are examined: Intensive care, pediatrics, coronary intensive care, operating room, and obstetrics. Also covered are some of the nursing occupations in non-hospital settings, such as public health nursing.

Careers in Show Business
This highly competitive business includes both performers and backstage personnel. In all phases, talent is not the only attribute necessary for employment. The required characteristics for success are discussed and higher education is not necessarily one of them. Any young person who has creative talents who wishes to gain more of an understanding of an area in which his or her skills might be used should view this set.

Available	Title-Description	Publisher
	Careers in Transportation Five major areas of transportation are investigated - air, railroads, trucking, merchant marine, public transport. This program describes the types of jobs, responsibilities and advancement opportunities as well as the skills, aptitudes, personality traits and physical qualifications needed. Career Training Through the Armed Forces Each branch of the armed forces is represented. Their emphasis in recent years has been on training individuals for civilian careers and people who received their training in the service talk about their jobs. These filmstrips tell what the armed forces can and cannot do for today's young people.	
NC only	Non-Traditional Careers for Women This set briefly reviews the history of women's role in the U.S. job market from the mid 1800's to the present. It explores why women were confined to certain occupations and how they are pursuing non-traditional careers today.	
FSK, SC	Careers After High School by Tim Haight. This book discusses where and how to get the right job after high school. It provides a listing of 251 job opportunities for high school graduates. Job descriptions are given as well as tips on resumes and interviews. $1.25	Collier Books, 1970
FSK, NC SC, WHS	Careers in Agriculture. This set of filmstrips takes a look at eight types of careers in the agricultural industry: Careers in farm supplies Careers in animal industry Careers in crops Careers in farm machinery and sales Careers in farm services Careers in government services Careers in natural resources management Careers in ornamental horticulture Contains eight filmstrips, eight cassettes, and accompanying script. $49.00	Vocational Education Productions, 1969
NC	Careers in Horticulture. These cassettes serve as an introduction to careers in horticulture. Job descriptions, training, educational requirements, etc., for four separate horticulture careers are given: horticulturist, florist, landscape architect and tree surgeon. Contains 2 cassettes. $15.90	Stadia Sports Publishing, Inc. 1974

Available	Title-Description	Publisher
FSK, SC	Careers in Illustration. Many important aspects of illustration as a career were brought out including the necessity of the portfolio of your best work, the need to "stick around" long enough to let people know you are good, the willingness to begin at the bottom and the importance of good job attitudes. While the differences between working for an 'agency' and working for a 'studio' are mentioned, no definitions of these terms are given and only passing mention is made of educational requirements necessary for jobs in this field. Still, advantages of this production outweigh the disadvantages. $19.50	Educational Dimensions Corp.
FSK	Careers in Photography. The career of a famous photographer makes up the beginning of this presentation. The excitement, travel and constant change of his career tend to make it appear quite lucrative and glamorous. However Mr. Beatty brings out the more realistic facets of his career telling of the hard work and determination as well as skill necessary to be successful. He recommends joining activities during high school years to determine real interest and ability in this career field.	Educational Dimensions Corp.
NC	Careers in Office Services. These sound filmstrips present the range of occupations in office services and their functions, the educational requirements and training, and their outlook for the future. Parts I and II focus on the many office careers in banking and insurance by visiting these businesses. Part III focuses on the role of computers in business while examining the careers in that area. Part IV takes a look at the variety of skills needed for succeeding at a career in office services. Contains four filmstrips, four cassettes. $68.00	Butterick Publishing Company, 1975
	Exploring Careers. Each set of these sound filmstrips looks at 6 occupations in job-cluster areas. Each filmstrip averages about 16 minutes and presents a great deal of information on each career.	Society for Visual Education
FSK, Nc WHS	Group 1 - Communication and transportation: telephone installer, broadcast technician, newspaper reporter, automotive mechanic, airline cabin attendant, long haul truck driver. (1973)	
NC	Group 4 - Consumer and homemaking: caseworker aide, interior designer, food processing laboratory technician, cook, patternmaker, assistant motel manager. (1973)	
NC	Group 5 - Manufacturing and construction: apprentice tool and die maker, hammersmith, assembly line worker, steelworker, iron worker, heavy equipment operator. (1975)	
NC	Group 6 - Hospitality and recreation: zoo keeper, sports instructor, recreation director, outfitter/guide, travel agent. (1975)	

Available	Title-Description	Publisher
NC	Group 7 - Marketing and business: shipping and receiving clerk, insurance agent, purchasing agent assistant, secretary, computer console operator, assistant manager. (1975)	
NC	Group 8 - Agribusiness and natural resources: farm equipment, mechanic, meat cutter, animal technician, landscaping, florist, tool pusher. (1975)	
NC	Group 9 - Personal services and fine arts: mortician, barber, cosmetologist, musician, commercial artist, talent agent.(1975) Each set $59.50	
FSK, NC SC, WHS	Exploring Careers Series. Reading level - grade 5. In each of these hard back texts, the reader can find out the kinds of jobs in a particular field, the work done in various jobs, the skills and aptitudes needed for each occupation, the training and education required for each job, and the possibilities for advancement. Each book represents one of the 15 Career Clusters as established by the U.S. Office of Education. Jobs in Agribusiness Jobs in Business and Office Jobs in Communications Jobs in Construction Jobs in Fine Arts and Humanities Jobs in Health Care Jobs in Manufacturing Jobs in Marine Science Jobs in Marketing and Distribution Jobs in Personal Services Jobs in Public Services Jobs in Recreation Jobs in Transportation Jobs that help the Consumer and Homemaker Jobs that Save Our Environment Each book - $5.50	Lothrop, Lee and Shepard Co., 1974
NC	The Fascinating World of Work. The overview strip of this set discusses selecting a career and how to be successful on the job. The various factors to be presented in job selection are presented (salary, responsibility, security, chances for advancement) and the viewer is asked to rate his needs in terms of these factors. In the next 3 filmstrips, the viewer is asked to compare these ratings with what each career has to offer. These three filmstrips deal with mechanics, truck driving, and machinists. Each job is fully described and good coverage is given on both the advantages and disadvantages of the careers. $96.00	National Career Consultants, Inc., 1973

Available	Title-Description	Publisher
FSK, SC NC	Finding Your Job. Reading level - grade 4. This set of 30 books, which has its own display rack, gives information about 360 entry level jobs in all areas of society. The items covered include: the job description, salary, working conditions, the school subjects helpful for employment in this area, good and bad features of the job, and the necessary personality characteristics. $159.00	Finney Company, 1971
FSK, NC SC, WHS	Hello World! by Ruth Love and Elaine Stowe. Reading level - grade 5. These texts give students general information about occupational clusters and career ladders and detailed studies of specific jobs within those clusters emphasizing entry jobs. Business Services Environmental Control Food and Lodging Services Health Services Marketing Public Services Technical Services Transportation $23.25/series	Field Educational Publications, Inc., 1973
NC,WHS	Hockey Heroes Series: Bobby Hull, Superstar Roberto Clemente and the World Series Upset Kareem Abdul Jabbar, Cage Superstar Mickey Mantle Slugs it Out Gale Sayers, Star Running Back Johnny Unitas and the Long Pass These biographies offer the reader an opportunity to learn of the backgrounds and lifestyles of professional athletes and to see what is necessary for success. $2.95/book.	EMC Corporation
NC	Hot Rods and Drag Racing. This kit is designed as a high-interest reading module. The different kinds of cars on the drag-racing scene are described and the reader also gets a good look at drag racing as an occupation or leisure time activity. It contains a read-along cassette, 1 filmstrip, student books, activity cards, and a teacher's manual. $39.95	Troll Associates, 1974
NC	Is a Career in the Hotel or Motel Business for You? Is a Career in the Iron and Steel Industry for You? Is a Career in Processing for You? Is a Career in the Restaurant Business for You? Each of these sound filmstrips takes a look at specific jobs in the career area, discusses job conditions, training required, good and bad features, etc. Each set contains 1 cassette, 1 filmstrip, and 1 guide. $22.50/set.	Counselor Films, Inc.

Available	Title-Description	Publisher
FSK, NC SC, WHS	The Job Box. This is designed at the high school level. This module consists of seventy booklets grouped into seven different job clusters. Each booklet (average reading level - 2.7) describes a separate occupation and is illustrated with photographs showing individuals engaged in typical work activities. $48.00	Lear Seigler, Inc./Fearon Publishers, 1974
FSK, NC SC, WHS	Job Experience Kits. Each kit allows the student to solve problems similar to those encountered by people working in that area. These make excellent learning stations. Titles available are: Appliance serviceman Automobile mechanic Beautician Carpenter Designer Plumber Police Officer Salesperson Secretary Truck Driver $6.40/envelope $9.65/box	Science Research Associates
NC	Job Opportunity Series. Several film loops from this series were purchased. The viewer can get a good idea of the variety of services performed in these careers. Those selected are: Bricklayers Cement Mason Service station attendant Licensed practical nurse Stewardess $22.00 each	Encyclopaedia Britannica
NC	Jobs in Automotive Services. This set of sound filmstrips surveys several entry-level positions in auto repair work: tune-up trainee general automobile technician apprentice truck service technician apprentice front end trainee transmission trainee body and fender apprentice air conditioning trainee brake trainee Contains 8 filmstrips, 8 cassettes and a guide. $95.00	Coronet Instructional Media, 1974
FSK	Jobs in Printing. Eight jobs in printing (bookbinder, letter press operator, type-setter, lithographic cameraman, photo-engraver, off-set pressman, and assistant production manager)	Coronet Instructional Media

Available	Title-Description	Publisher
	are well described by people employed in the field. There is some emphasis on taking courses in printing in school. Contains 8 filmstrips, 8 cassettes, and a guide. $94.00	
FSK, NC SC, WHS	Jobs for You: It's Happening in Home Economics. In this sound filmstrip, jobs are examined in the hospitality industry, the textile and apparel industry, community services, and child care services. Contains 1 filmstrip, 1 cassette. $26.00	Guidance Associates, 1972
FSK, SC WHS	Learning to Read While Reading to Learn Series. Three books from this series were selected for inclusion. Athlete + Artist = Jerry, The Big Break, and Deadline for Tim offer fictionalized accounts of young people entering the world of work. Most of the books are at or near the fourth grade reading level, but would interest a high school student. Each will offer the student an opportunity to read about someone, like himself, who is embarking on a career in either art, music, or journalism. A teacher's guide is available for use with the complete series of 18 titles.	Leswing Press, 1968
	Looking Forward to a Career Series. Reading level - grade 7. These hard-back texts provide a great deal of general information about career areas, as well as specific information about jobs within each area.	Dillon Press
FSK,SC NC	Advertising (1973).Among the careers included in this book are: copy writer, art director, market research, media buyer and media salesman.	
FSK, SC NC	Agriculture (1975).While the number of farms is decreasing, jobs in agribusiness are increasing and this volume covers the field from migrant worker to the various scientists involved in agriculture.	
NC	Architecture (1974). The variety of careers in architecture are covered with a description of the training and educational requirements for each.	
FSK, NC SC	Art (1971). A considerable number of unusual jobs are written about in this work including weaver, potter, jewelry maker and museum worker.	
FSK,NC SC	Building Trades (1975). The spectrum of opportunities from clearing the land to putting on the roof and finishing the interior of the completed project are written of in this volume.	
FSK, SC NC	Computers (1970). Jobs with computers are found in many areas and range from key punch operator to programmer to designer. Many of these are discussed in this volume.	

Available	Title-Description	Publisher
NC	Cosmetology (1974). Careers in beauty and hairdressing are described as well as barbering. Includes information on training, specializing, and finding a job in this area.	
FSK,NC SC	Dentistry (1972). The entire dental team is presented here including the dental hygienist, the dental assistant, the secretary-receptionist and, of course, the dentist.	
NC	Electronics (1975). Today the fifth largest employer among manufacturing fields, the electronics industry offers almost unlimited future employment opportunities for qualified individuals.	
NC	Engineering (1974). An engineer answers for the reader such questions as: What is engineering? What do engineers do? What are some of the non-engineering jobs in the field of engineering?	
NC	Environment (1974). One of the nation's leading conservationists has written about the job opportunities and challenges for young people who want to do something about their environment. Covers numerous careers from fish research to soil conservation.	
FSK, NC SC	Fashion (1974). The fashion industry is a growing concern and jobs are available in retailing, manufacturing, designing, and modeling just to name a few found in this volume.	
FSK, NC SC	Government (1975). All branches of government, both federal and local, at home and abroad, civilian and military are discussed in this book.	
NC	Health (1974). Readers will learn about hospitals and the people who work there. In addition, careers in public health, research, and other health fields are discussed.	
NC	Home Economics (1974). The author, an extension information specialist, describes many different jobs in the home economics field.	
NC	Medicine (1974). A medical writer and editor covers general practice, specialties, preventive medicine, and research.	
NC	Metals and Plastics (1974). From raw materials to finished products, readers learn the processes and meet the workers in these two giant industries.	
NC	Office Occupations (1974). This text describes the office job opportunities such as secretary, bookkeeper, accountant, etc.	
FSK, NC SC	Radio and Television (1974). Describes the many job opportunities in the field of radio and television broadcasting.	
FSK, NC SC	Theater (1970). The world of theater is described as well as the variety of jobs such as acting, designing, lighting, and sound.	
FSK, NC SC	Writing (1970). A writer with varied work experiences covers communicators for business media, and government, as well as the artistic side.	
	Each book - $5.95, Series of 21 books - $124.95, Teacher's Guide - $1.25	

Available	Title-Description	Publisher
FSK, NC SC, WHS	A Man's Work. This series consists of five sets of taped interviews with 100 people on the job, and presents a good choice of occupations not requiring further formal education. In every case, men were interviewed on-the-spot in their actual work situation. These tapes offer a great deal of information about the work, working conditions, skills needed and reasons for choosing the job. Although only men were interviewed for these positions, it must be remembered that women are hired for many of these same positions. $397.50	Educational Development Corp., 1972
WHS, NC	Occupational Awareness Packets. These packets of mini-briefs describe jobs available to special needs students. Those jobs for the educationally handicapped range from entry level to technician level. The EMR packet contains entry level occupations and those which represent areas of potential employment for the retarded student. Each mini-brief contains all the necessary facts about the job itself, lists related occupations and presents advantages and disadvantages. The reading level of the briefs is approximately grade 4. Packets are also available by subject matter for the average or better student and packets are available for other special students, i.e. aurally handicapped, orthopedically handicapped, etc. Educable Mentally Retarded set - $33.85, Educationally Handicapped set - $83.40	Occupational Awareness, 1972
NC	Occupational Cluster Posters. These 15 brightly colored wall posters each represent one of the 15 career clusters as defined by the U.S. Office of Education. $15.00	Houghton Mifflen, 1974
NC	People Working Today Series: Reading level - grade 2. Bob the Super Clerk tells the story of Bob, a high school graduate who goes job hunting and finds a position as a supermarket clerk. Janet the Hospital Helper. A high school graduate begins working part-time as a nurse's aide through her work-study program. Larry the Logger is the story of a high school graduate who begins working as a logger in a forestry camp. Each book-$1.50	Janus Book Publishers, 1975
FSK, SC WHS	Selecting a Vocation. Eight sound filmstrips make up this set: Evaluating Yourself Evaluating Jobs Semiskilled and skilled occupations Clerical Occupations Service Occupations Sales Occupations Business Occupations Professional and Technical Occupations Each of these last six filmstrips discusses the numerous	Coronet Instructional Media, 1974

Available	Title-Description	Publisher
	opportunities in the field under consideration, describing the work performed as well as the personal characteristics and training. Contains 8 filmstrips, 8 cassettes, guide. $99.00	
FSK, NC SC, WHS	They Work and Serve by Bill Knott. This soft cover text contains eleven short stories depicting the work performed by such people as an auto mechanic, a truck driver, a fireman, and a waitress. $1.56	Steck-Vaughn, 1967
WHS	Traveling Jobs for Women by Sylvia Coppersmith. This book shows where traveling jobs are, how to get them, what to do after getting one, and the planning that must take place prior to starting a trip. $2.00	Pilot Books, 1972
FSK, NC SC, WHS	Trees for 2001. This filmstrip introduces young people to some of the basic concepts of forest management by having them meet people in different forestry-related jobs. The student will hear from a forest ranger, a professional forester and a heavy equipment operator, to name just a few. Contains 1 filmstrip, 1 cassette, guide. $26.00	Guidance Associates, 1973
FSK, NC SC, WHS	Women Who Win. A series of read-along biographies of four women sports figures--Janet Lynn, Olga Korbut, Shane Gould and Chris Evert. These books are well illustrated and written at the third grade level. They capture the interest of the reader, presenting the heartbreak as well as the triumphs in the young person's life. They portray the necessity of hard work as a prelude to success. Each book has an accompanying tape to read the story to non-readers. $49.50	EMC Corporation, 1974
FSK, SC	The World of Work. This film provides an overview of many career possibilities by dividing the world of work into ten specific categories - professional, clerical, sales, service industries, farming, fishery and forestry, processing, machine trades, bench work, and structural work and one section of miscellaneous jobs. Selected occupations are presented in each category. This is a good introduction to the study of occupations. $220.00	Counselor Films, Inc.
FSK, SC	World of Work Series, Set 1. Many types of service jobs are depicted and the qualifications, training, employment conditions and chances for advancement are given. Areas included are: T.V. Repairman, gas station attendant, hospital workers, vending machine routeman, hairdresser, and office workers. Contains 6 filmstrips, 6 cassettes, and a guide. $110.00	McGraw-Hill, 1967

Available	Title-Description	Publisher
FSK, SC	Your Career Selection Guide by Allan B. Goldenthal. This book discusses the various factors involved in any job - skills and abilities. It then goes on to describe 110 demand occupations telling what each occupation is and listing the educational requirements, the degree and license requirements and the personal characteristic requirements. $1.95	Simon and Schuster, 1967
FSK,NC SC, WHS	Your Working Future. This set of sound filmstrips includes the following: The Child Care Worker. A visit to a nursery school and a day care center reveals the important work done there by the teachers, paraprofessionals and volunteers. The Commercial Artist. Following the progress of an advertisement from layout to finish, this shows how each artist is a specialist who has a key job in the production of the finished artwork. Computer Careers. Computer-related jobs in the order-processing and accounting departments of a record manufacturer are described. The jobs included are: key punch operator, computer operator and programmer. The Fire Fighter. Jim Burton wanted to become a fireman and he explains how he got the job and what it is like. The Telephone Operator. This filmstrip explains the duties of the PBX operator-receptionist and describes the work of the operator who works for the telephone company at a large switchboard. The Television Service Technician. Chuck Foster, the owner of a television repair shop, explains that he has many other duties besides repairing and testing TV sets in running his business. $89.70 set	Encyclopaedia Britannica, 1973